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ABSTRACT

The purpose of this study was to provide input for educators through a systematic review of the goals established by the Maryland State Department of Education; by the determination of goal-gaps and the determination of critical needs; and by an optimum allocation of available resources. An additional benefit of this study was the collection of data at the school district level which provided local decision-makers with needs assessment input for program planning. The study was conducted in two stages: (1) an extensive self-administered questionnaire; and (2) a review of the standardized achievement testing program in each of Maryland's local education agencies in order to derive a statewide achievement score for the average student. Over 11,000 respondents from ten groups--students, school staff, central staff, parents, boards of education, general public, business/industry, elected and appointed officials, state department staff, and postsecondary educators--were involved in the study. The respondent groups were asked questions on goals, processes, and issues, while educators were asked additional questions on educational program needs. See TM 003 405 for the questionnaire used in the study. (NE)

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TECHNICAL REPORT NO. 01722.01-1

A STUDY TO VALIDATE GOALS FOR PUBLIC EDUCATION AND TO ASSESS EDUCATIONAL NEEDS IN THE STATE OF MARYLAND

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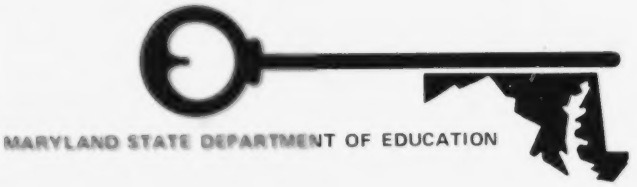

AUTOMATION INDUSTRIES, INC.
VITRO LABORATORIES DIVISION

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PREPARED FOR

MARYLAND STATE DEPARTMENT OF EDUCATION

MARTIN HERSHKOWITZ

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EDUCATIONAL RESEARCH & EVALUATION

CIVIL PROJECTS OFFICE

October 31, 1972

AUTOMATION INDUSTRIES, INC.
VITRO LABORATORIES DIVISION

PREFACE

The mission of the Maryland State Department of Education (MSDE) is to ensure that the current and continuing educational needs of the children, youth and adults of the State are met comprehensively, effectively and efficiently. MSDE staff has identified ten key result areas in which a comprehensive, effective educational program must produce measurable student behavior: Economic Self-Sufficiency; Command of Learning Skills; Fundamental Knowledge; Critical Processes; Worthy Use of Leisure; Worthy Home-Family Membership; Contributing Membership of Society; Continuing Self-Development; Self-Respect and Rights of Others; and Healthful Living. In order to be responsive to the current needs of the community in each of these areas, MSDE has undertaken an educational needs assessment. The purpose of this study is to provide input for educators who may improve learning through a systematic review of educational goals; by the determination of goal-gaps; by the determination of critical needs; by the application of objective planning tools; and by an optimum allocation of available resources. An additional benefit of this study is the collection of data at the school district level providing local decision-makers with needs assessment input for educational program planning.

The study presented herein was conducted in two stages: (1) an extensive self-administered questionnaire on the importance of goals, the perceived extent of goal attainment, school processes, educational issues and, for educators only, the most urgent needs of public education; (2) a review of the standardized achievement testing programs in each of Maryland's 24 Local Education Agencies (LEA's) in order to derive a Statewide achievement score for the "average student". Over 11,000 respondents from ten respondent groups - Students, School Staff, Central Staff, Parents, Boards of Education, General Public, Business/Industry, Elected and Appointed Officials, MSDE Staff, and Postsecondary Educators (the last two of which were sampled across the State rather than proportionally by LEA) - were involved in the study. Exclusive of demographic data, the

respondent groups were asked up to 149 questions on goals, processes and issues, while educators were asked an additional 42 questions on educational program needs.

Highlights of the study show: all respondent groups agree that the most important goals of public education are the ability to arrive at independent decisions, the development of self-respect, the ability to apply knowledge and skills to the solution of real life problems, and the mastery of reading skills; all respondent groups agree that the least important goals for public education are the understanding of how members of a family function under different family patterns and the knowledge of fine arts concepts; nine of the ten respondent groups agree that the critical needs are the ability to apply knowledge and skills to the solution of real life problems, the ability to understand the pros and cons of issues, the ability to develop a personal value system, and the development of concern for others; all respondent groups agree that courses on environmental sciences and drug education should be offered by the schools, that school participation in community improvement projects should be greater and that the availability of school facilities to the community should be greater. This study has also indicated that the perceptions of the General Public, Student and Parent respondent groups should not be used as an estimator of actual student achievement at the State level. The School Staff perceptions were a fairly good estimator of achievement, as might be expected.

ACKNOWLEDGMENTS

The study presented herein was conducted by Automation Industries Incorporated, Vitro Laboratories Division under contract to the Maryland State Department of Education (MSDE). It was performed in Vitro's Civil Projects Office, with Martin Hershkowitz, Project Manager, Educational Research and Evaluation, as Project Director.

Vitro is indebted to Dr. Richard K. McKay, Assistant State Superintendent for Research, Evaluation and Information Systems, as Project Monitor, and Dr. Mohammad A. A. Shami of his staff, as Deputy Project Monitor and technical advisor, for their support and aid throughout the many phases of the study. Their counsel on and intimate knowledge of educational activities gave this study the desired direction and helped to obtain the support of the Local Education Agencies (LEA's). In particular, Dr. Shami's continued technical involvement in the operational phases of the study is appreciated by Vitro's technical staff. Vitro is likewise indebted to other members of MSDE staff for their participation on the Steering Committee, the Questionnaire Design Task Force, the Fieldwork Task Force and the Analysis Task Force, as delineated below under Project Sponsors and Participants. The Questionnaire Design Task Force members should be especially cited for their hard work and long hours.

Vitro wishes to express its gratitude to study consultants Professor Peter H. Rossi, Department of Social Relations, The Johns Hopkins University, and Professor Clayton L. Stunkard, Department of Measurement and Statistics, College of Education, University of Maryland. Professors Rossi and Stunkard became involved in the study during the data reduction and statistical analysis phase and were of significant help in suggesting specific analyses of the data, in the redesign of the criticality index and in the reduction of LEA achievement test data. Vitro is likewise grateful to two unofficial consultants, Dr. James D. Morgan, Director of Pupil and Program Appraisal, Montgomery County Public Schools, and Dr. Victor Rice, Supervisor of Testing and Research, Prince George's County

Public Schools, who gave their support and advice on methods for establishing a State level percentile rank of the mean score for the "average" student.

Vitro is grateful to the Superintendents of the 24 LEA's for their support in the data collection effort and, in particular to the Superintendent's Committee on Educational Programs, delineated below, for their continuing review of the survey instruments and data analysis plans. Vitro is similarly appreciative of the support given by members of the respective LEA Staffs, who attended regional meetings and collected the achievement test results for this study, and to the LEA Directors of Research who advised on the questionnaire development.

Several hundred students, teachers, administrators and parents in four LEA's cooperated in pretesting the questionnaire. Vitro would like to express its gratitude to the respondents, and to the Superintendents and School Principals who arranged for their participation, from Baltimore City, Caroline County, Montgomery County and Washington County Public Schools.

Vitro wishes to recognize selected members of its own staff whose efforts are particularly worthy of mention. Accordingly, Vitro extends its appreciation to: Mrs. Ruth G. Smith, for advice and assistance in the application of statistical methodology and in the design of the final analysis plan, in particular, the criticality index and the reduction of LEA achievement test data; Mr. Charles C. Odell, Jr., for assistance in the design stage of the study, the collection and initial reduction of the LEA test data and the initial design of descriptive data output; Mrs. Lee E. Newton, for assistance in the general conduct of the study, the editing and coding of survey data and intermediate statistical calculations; Mrs. Kathleen B. Brosi, for programming efforts in preparing the data bank, reducing the response data and performing the statistical analyses; Messrs George C. Dudley and Francis L. Dugan, Jr., for programming efforts in creating and refining the data bank and in preparing and maintaining the sample address file and receipt control file; Miss Patricia A. Randall, for publication engineering efforts leading to the final report layout

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The author is particularly grateful to Mr. Donald M. Roha, Manager, Civil Projects Office, for his review, comments and suggested revisions of the text, whose full support ensured the success of the study.

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*Although the Ad Hoc Committee consisted jointly of citizens and educators, its large membership suggests that only the Group Chairmen and Resource Persons be listed herein.

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MAJOR FINDINGS

The following tables illustrate the major findings of the Maryland Educational Needs Assessment. Tables A and B display responses on ranked Importance of Goals, Most Important Goals according to five or more respondent groups and Least Important Goals according to five or more respondent groups, respectively. Table C displays the cardinal ranking of goals by the General Public, representing the opinions of the general citizenry of Maryland. The concept of Critical Needs is a function of Goal Importance and Perceived Extent of Goal Attainment. Table D displays those goals to which the General Public assigned a Critical Need and which are ordered according to the cardinal ranking assigned to goals by the General Public. Table E presents those goals determined to have a Critical Need from the responses of five or more respondent groups. Opinions on Educational Issues can direct the educators in the design of programs and procedures suited to the needs and according to the preferences of the general citizenry. Table F presents those issues about which groups felt strongly one way or the other by five or more respondent groups.

TABLE A:
MOST IMPORTANT
GOALS AS RATED BY FIVE OR MORE RESPONDENT GROUPS

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postseconds. Educators
Ability to arrive at independent decisions.	X	X	X	X	X	X	X	X	X	X
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	X			X	X	X	X	X		
Development of self-respect.	X	X	X	X	X	X	X	X	X	X
Ability to apply knowledge and skills to the solution of real life problems.	X	X	X	X	X	X	X	X	X	X
Skills required for employment in their selected occupations by students planning to enter the job market.	X	X		X	X	X	X	X		
Mastery of reading skills.	X	X	X	X	X	X	X	X	X	X
Development of concern for others.		X	X			X		X	X	

TABLE B:
LEAST IMPORTANT
GOALS AS RATED BY FIVE OR MORE RESPONDENT GROUPS

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt., Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
Understanding of how members of a family function under different family patterns.	X	X	X	X	X	X	X	X	X	X
Knowledge of social studies concepts.	X			X		X	X		X	
Knowledge of scientific concepts.	X	X	X	X		X	X		X	
Knowledge of child development and skill in child care.		X	X	X	X		X	X	X	X
Mastery of computational skills.	X	X		X			X	X	X	
Knowledge of fine arts concepts.	X	X	X	X	X	X	X	X	X	X
Mastery of mechanical skills of writing.	X	X	X	X			X		X	

TABLE C:
CARDINAL RANKING OF GOALS
BY THE GENERAL PUBLIC

Level of Importance	Educational Goals
Most Important	Mastery of reading skills
	Ability to arrive at independent decisions
	Development of self-respect
	Ability to apply knowledge and skills to the solution of real life problems
	Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards)
	Skills required for employment in their selected occupations by students planning to enter the job market
Next Most Important	Development of desire for continued learning
	Ability to practice sound personal health habits
	Understanding of and concern for problems of society (such as community improvements, crime prevention)
	Mastery of skills in listening to comprehend the ideas of others
	Ability to develop a personal value system
	Development of concern for others
	Ability to study independently
Medium Important	Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice
	Ability to understand the pros and cons of issues
	Knowledge of personal, physical and mental health
	Concern for the use and abuse of environmental resources
	Skills for managing personal and family finances
	Ability to effectively plan the use of time
	Mastery of skills in oral expression
	Knowledge of the educational preparation required for major occupational field
	Knowledge of job requirements of major occupational fields
	Mastery of skills in the written expression of ones views and those of others

TABLE C:
CARDINAL RANKING OF GOALS
BY THE GENERAL PUBLIC (CONTINUED)

Level of Importance	Educational Goals
Less Important	Knowledge of mathematical concepts Ability to use leisure time in constructive activities Knowledge of environmental sciences Ability to use leisure time in a personally satisfying manner Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest) Knowledge of varied resources for independent study
Least Important	Knowledge of social studies concepts Knowledge of child development and skill in child care Understanding of how members of a family function under different family patterns Mastery of mechanical skills of writing Knowledge of language concepts Knowledge of scientific concepts Mastery of computational skills Knowledge of the fine arts concepts

TABLE D:
GOAL ASSIGNED A CRITICAL NEED BY THE GENERAL PUBLIC

Ability to apply knowledge and skills to the solution of real life problems
Understanding of and concern for problems of society (such as community improvements, crime prevention)
Ability to develop a personal value system
Development of concern for others
Ability to understand the pros and cons of issues
Skills for managing personal and family finances
Ability to effectively plan the use of time
Mastery of skills in oral expression

TABLE E:

GOALS ASSIGNED

A CRITICAL NEED BY FIVE OR MORE RESPONDENT GROUPS

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Education
Development of self-respect.			X		X			X	X	X
Ability to apply knowledge and skills to the solution of real life problems.		X	X	X	X	X	X	X	X	X
Skills required for employment in their selected occupations by students planning to enter the job market.		X	X	X	X	X		X	X	
Development of desire for continued learning.	X	X	X	X	X	X				X
Ability to understand the pros and cons of issues.	X	X	X	X	X	X	X		X	X
Understanding of and concern for problems of society (such as community improvements, crime prevention).	X	X	X	X			X	X	X	
Mastery of skills in listening to comprehend the ideas of others.		X	X	X	X	X		X	X	X
Ability to develop a personal value system.	X	X	X	X	X	X	X	X	X	X
Development of concern for others.		X	X	X	X	X	X	X	X	X
Ability to effectively plan the use of time.		X	X	X	X	X	X	X		
Ability to study independently.		X		X	X	X		X	X	X
Mastery of skills in oral expression.				X	X	X	X	X		X

TABLE F:
ISSUES EVOKING MEAN GROUP RESPONSES NEAR THE EXTREMES OF THE RESPONSE INTERVAL FROM FIVE OR MORE RESPONDENT GROUPS

Issues	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
Schools should offer short courses in areas of special interests to students.	X	X	X	X	X		X		X	X
Course offerings like the following should be offered by the school:										
Family life and human development.	X	X	X	X	X		X	X	X	X
Environmental sciences.	X	X	X	X	X	X	X	X	X	X
Drug education.	X	X	X	X	X	X	X	X	X	X
Schools should have paid teacher aides.		X	X		X				X	X
Junior high or middle school students should be allowed to leave school premises when not scheduled for a class.		0	0	0	0	0	0	0	0	0
School participation in community improvement projects should be (greater...less).	*	*	*	*	*	*	*	*	*	*
Availability of school facilities to the community should be (greater...less).	*	*	*	*	*	*	*	*	*	*

X represents mean responses between "Strongly Agree" and "Agree."
0 represents mean responses between "Disagree" and "Strongly Disagree."
* represents mean responses between the two categories of "Greater" change.

Section 1

INTRODUCTION

A growing sense of public discontent with the present educational system is currently being displayed across the nation. In general, public opinion holds that large numbers of children are not learning what has been prescribed for them, while some specific groups argue that there are some things the children are learning in the schools that they should not. The evidence of such discontent can be seen in the ever increasing number of public school bond issues and operating budgets which are defeated at the polls. Further evidence can be seen in the dichotomy of public opinion over school board election issues concerning educational goals as well as in the constantly increasing pressure to expand Federal assistance to improve public education.

Educators are responsible for designing educational programs which are responsive to the current needs of the local community and its constantly changing economic and socio-political milieu. Planning and implementation of educational programs ought not to be left entirely to guesses, hunches and the usual "its the right thing to do." Instead, learning can be improved by a systematic review of educational goals; by the determination of goal-gaps; by the determination of critical needs; by the application of objective planning tools; by an optimum allocation of available resources. A comprehensive needs assessment must deal with each of these components.

OVERVIEW OF NEEDS ASSESSMENT

Kaufman and Harsh (1969) define a need as the discrepancy between "what is" and "what should be". Sweigert (1969) defines a need as, "a perceived deficiency in the level of student benefits". The definition of needs assessment for the purposes of this study is compatible with the above in that the attempt is to validate educational goals and to determine

the discrepancy between current attainment (either preceived or measured) and the maximum level of goal attainment desired.

The assessment of educational needs will provide the operational educational agency with an array of needs or goal-gaps to be resolved through improved design and management. Although the agency will not have all the resources necessary to be responsive to all these needs, it is possible to identify those needs of highest priority for initial resolution. Thus, a necessity arises to establish a procedure for determining those needs of greatest priority; an index of criticality. Needs assessment is viewed herein as a systematic procedure for establishing educational priorities through the application of the criticality concept.

RATIONALE FOR THE MARYLAND NEEDS ASSESSMENT

The main purpose of the Maryland State Department of Education is to serve the educational needs of all citizens of the State. Never before has the general citizenry been systematically involved in defining and validating their own educational needs. Such information can provide a valid base for program design and implementation by MSDE to satisfy these public needs.

In the State of Maryland, as is the case across the entire Nation, there is a growing public demand for accountability in education. MSDE has continually been sensitive to such demands. Consequently, the Needs Assessment study was designed to obtain data for addressing questions in educational accountability.

The function of the State Department of Education has significantly increased both in number and nature over the past several years. Concurrent with this growth, the level of sophistication in MSDE activities has likewise increased. In order to pursue these activities more rigorously and systematically than ever before, considerably more objective data was needed. The Needs Assessment study was designed to satisfy these requirements.

Under Title III of the Elementary and Secondary Education Act (ESEA) of 1965, for the establishment of supplementary educational centers and

services, the U.S. Office of Education requires that recipient organizations conduct a needs assessment. Most State Education Agencies across the Nation are in the process of or already have completed some form of needs assessment. Although Title III simply requires an identification of the educational goals and their attainment, MSDE has built upon this kernel to obtain input to other of its functions as well: planning; management information systems; program development; evaluation.

BACKGROUND OF THE STUDY

The mission of the Maryland State Department of Education (MSDE) is commonly accepted as ensuring that the current and continuing educational needs of the children, youth and adults of the State are met comprehensively, effectively and efficiently. In the performance of its mission, the MSDE staff has identified ten key result areas in which a comprehensive, effective educational program at the elementary-secondary level must produce measurable student behavior. These are:

- Economic Self-Sufficiency
- Command of Learning Skills
- Fundamental Knowledge
- Critical Processes
- Worthy Use of Leisure
- Worthy Home-Family Membership
- Contributing Membership of Society
- Continuing Self-Development
- Self-Respect and Rights of Others
- Healthful Living

The MSDE professional staff has identified ten continuing educational objectives, one for each of the key result areas, as follows:

"To ensure that each student completing his elementary-secondary school program -

1. "is prepared to continue his education, or to meet the requirements of the job market in a field consistent with his interest and ability."
2. "has a command of the learning skills."
3. "has a fundamental knowledge."

4. "is able to apply appropriate knowledge, skills and attitudes to real and projected school and community situations and problems."
5. "has had opportunities to explore and participate in activities of interest for personal enjoyment and development."
6. "will exhibit positive attitudes toward and can demonstrate knowledge and skills related to home management, consumer economics, and family relationships."
7. "demonstrates through positive action, an understanding of and a concern for the problems of society."
8. "shows evidence possessing an inquiring attitude and the capability for self-development and self-direction."
9. "demonstrates respect for self and the rights of others."
10. "demonstrates a knowledge of physical and mental health, and practices sound personal health habits."

For each of these continuing objectives specific objectives/goals were developed (c.f., Table 1). The present study was conducted to validate these goals and to obtain related pertinent data in support of needs assessment.

Section 2
SPECIFICS OF THE STUDY

The Maryland Needs Assessment study was primarily organized to validate educational goals and to determine educational needs. A criticality model was developed from which the Maryland State Department of Education (MSDE) would obtain data for its planning and management functions in order to satisfy these needs. To assist in planning and program development the study additionally sought data on school processes and on educational issues pertaining to the goals. The objectives of the study and its underlying assumptions and limitations are presented below.

OBJECTIVES

The study presented herein was designed to obtain data on goal importance, perceptions of the extent of goal attainment, perceptions of school processes, educational issues and, from educators, the most important needs for public education programs. The goals data were then analyzed for criticality in order to obtain quantified input for evaluation by planning and management functions. Finally, having established critical needs, the school processes and issues data were analyzed to determine the strengths and weaknesses of the system and attendant public concerns as they affect programs designed to satisfy these needs. The data on needs for public education programs will be used to gain insight into the ways and means MSDE can support curriculum and instruction efforts in the Local Education Agencies (LEA's).

MSDE NEEDS ASSESSMENT MODEL

Kaufman and Harsh (1969) have identified three distinct types of model for the assessment of educational needs: (1) Inductive Model; (2) Deductive Model; and (3) Educator-Centered Classical Model. The inductive model begins with the identification of extant behaviors, which are then organized and classified relative to obtaining goals. The deductive model begins with

an existing goal referrent and derives appropriate and responsive goals and goal indicators. The classical model is basically concerned with assessing needs and identifying goals which are primarily educator oriented. The MSDE model is deductive in nature.

Within the framework of the deductive model for needs assessment three variants may be employed, dependent upon the desired outcome: (1) goal importance ranking independent of goal attainment - the respondent is asked to rank the stated goals according to their importance to him; (2) goal-program implementation ranking - the respondent is asked to indicate whether or not (over a scale of extent) a public school program should be implemented to attain a goal; and (3) individual goal importance to be ranked via an index of criticality.

The first of the above models expects the respondent to quantify minute differences in his own perceptions of goal importance in order to establish an ordered ranking of the goals. However, the amount of difference between adjacent ranked goals is usually not obtained; thus, interpretation of the importance of goals aggregated within respondent groupings is further complicated. The second model asks the respondent, presumably as a taxpayer, to select those goals he is willing to support by implementing a program. His response is refined by responding over a scale of extent of willingness. Again there is a no attempt to utilize the extent of current attainment and, in addition, no consideration is allowed for potential conflict in program selection by the nonprofessional. The third model attempts to establish the extent of individual goal importance and the perceived extent of individual goal attainment. Through the use of an index of criticality the goals can be ranked for professional planning purposes. Since the responses are made by the public on a predetermined scale and comparisons are made by professionals, interpretation of importance of goals is less complicated and more uniform. This last model is the one employed in the MSDE study presented herein.

POPULATION SAMPLE FOR THE STUDY

Kaufman and Harsh (1969) raise the question of relevancy of data, "who are to be involved in the definition of educational goals to assure relevancy? If education is to serve all individuals of the society, then representation and consideration for all facets of society must be included in the identification and statement of educational needs and goals." There is no doubt that the public holds absolute authority and should, thus, determine the relative importance among goals. However, special interest groupings within the general public can offer significant insight into the educative process and the ultimate consumption of the educational product. Therefore, the MSDE Needs Assessment study has identified and obtained data from the following ten respondent groups consisting of various distinct public groupings:

(1) Students;
(2) School Staff (teachers, administrators, specialists);
(3) Central Staff;
(4) Parents;
(5) Board of Education (State and local);
(6) Business/Industry (management, labor, news media);
(7) General Public;
(8) Elected and Appointed Officials (County, State, Federal);
(9) MSDE Professional Staff;
(10) Postsecondary School Educators.

For the educational system to work well the involved public groupings should agree on the learning objectives. In the recent past, disagreements have led to the taxpaying public voting down recommended public school bond issues and operating budgets; parent strikes demanding community control of public education; teacher strikes demanding more control of education, more security, better working conditions; student demonstrations for improved and more relevant education. In addition, other publics who consume the product of public education (e.g., business/industry and postsecondary educators) have commented on the serious lack of preparation of the public student for the second phase of his career. For these

reasons the MSDE Needs Assessment study has included all involved publics in order to ascertain their needs and establish their perceptions as to criticality.

ASSUMPTIONS AND LIMITATIONS

The Needs Assessment study presented herein is based on a set of assumptions and limitations which direct the selection of publics as respondents; the questions to be asked of each respondent group; the inclusion of process and issue data with goal data; the need for perceived attainment data in place of achievement test data. They are as follows:

Assumptions

(1) Everyone has some concern for public education, whether it is as a member of the system, a consumer of the system's product or as a financial supporter of the system.

(2) Everyone has some knowledge of the objectives and issues of public education.

(3) Everyone has his perceptions as to the extent to which some, most or all of the goals are being attained.

(4) Only teachers, administrators, specialists, central office personnel, students and school board members have a first-hand knowledge of most or all of the school processes. Parents have second-hand knowledge of some of the school processes.

(5) Only teachers, administrators, specialists, central office personnel and school board members have knowledge concerning educational program needs.

(6) Only students above 6th grade have the intellectual capabilities and experiences to respond to the complex concepts presented in the survey instrument.

Limitations

(1) The LEA is the kernel of the study since corrective programs are initiated at this level. Respondents were selected from each

public group from each LEA and augmented by samples from those public groups who are primarily State-oriented (i.e., MSDE professional staff, postsecondary educators).

(2) Because of the assumption concerning intellectual capabilities and experiences needed to respond to the survey instrument, the student sample was selected from a sample of secondary schools.

(3) The "General Public" population locator list used (i.e., the Division of Motor Vehicles Driver's License List) was the best available alternative for this study; however, it does not contain all people in the State (i.e., nondrivers and children under 16 are systematically eliminated).

(4) Very few of the 37 specific goals of the MSDE Needs Assessment study are currently measured by standardized tests in Maryland (varying from five to 11 depending on the test used); thus, perception data was determined to be the next best estimate of extent of attainment in order that the needs assessment not be delayed several years while tests are developed and validated.

(5) Because of the complexity of the multi-level interation of variables comprising school processes, the survey instrument was designed to highlight WHERE the strengths and weaknesses are, leaving the specifics to be ascertained through in-depth investigations.

(6) No uniform standardized achievement testing program exists within the State of Maryland. Although nineteen of the State's 24 LEAs use the same standardized tests for the 3rd through 9th grades, many use these tests over different combinations of grades. Thus, the test scores used to establish a State score to test the acceptability of perceived attainment data do not represent the entire State.

Section 3
STUDY PROCEDURES

The MSDE Needs Assessment study was directed by a Steering Committee appointed by the Office of the State Superintendent of Schools. The Steering Committee established three working committees responsible for major design phases of the study: (1) Questionnaire Design Task Force; (2) Fieldwork Task Force; (3) Analysis Task Force. The Questionnaire Design Task Force was responsible for designing the survey instruments, defining public groups, preparing the sample selection plan and developing the population locator lists. The Fieldwork Task Force was responsible for determining the type and extent of available LEA standardized test data (i.e., I. Q. and achievement), for selecting those tests which represent the grreatest number of LEA's and for arranging for the data collection. The Analysis Task Force was responsible for preparing the analysis plan, establishing the tables for presenting descriptive statistics, determining which inferential statistics should be applied, deriving an index of criticality and analyzing the LEA test data. Vitro Laboratories was responsible to the Steering Committee for conducting the study, including the design of data collection, reduction and presentation strategies.

INSTRUMENTATION

The purpose of the Needs Assessment study was to establish the gap that might exist between the maximum desired and the actual extent of goal attainment for a selected list of specific educational goals. Criticality of educational goals would then be obtained through a function of goal importance and goal attainment. The data necessary for this analysis would be obtained by ascertaining public and special interest group opinion on the importance of these goals and by collecting standardized achievement test scores from each of Maryland's 24 LEA's. In addition to goal data, the Steering Committee decided to collect data on perceived school

processes, issues and, from public school educators, the needs for public education programs so that background information would be available in support of efforts to improve educational programs.

QUESTIONNAIRE DESIGN

A self-administered questionnaire was selected for the design of the instrument to collect public perceptions about goal importance, school processes, issues and educational programs data. After an initial review of the available standardized achievement tests, the Fieldwork Task Force decided that the test results could only provide data on the attainment of from five to a maximum of 11 of the 37 selected goals; thus, perceived extent of goal attainment was also included in the questionnaire.

MSDE staff members derived a collection of specific goals in response to the State adopted 10 continuing objectives. After considerable effort, MSDE established 37 specific goals as satisfying the needs of the study. A significant characteristic of these final objectives is that they are product-oriented; process-oriented objectives were deleted from the study. These final specific objectives were then reviewed, modified and approved by members of the LEA's and interested public groups. Table 1 presents these specific goals associated with the continuing objectives.

Following the initial development of the specific goals, members of MSDE proceeded to collect statements highlighting school processes. These were designed to investigate such areas as: student-teacher relationships; student-student relationships; teacher-teacher relationships; teacher-administrator relationships; classroom learning environment; outside study requirements; the use of audio-visual materials; the extent to which textbooks, audio-visual materials and teaching methods are current or obsolete; the usefulness of school system psychologists, social workers, nurses and other special support personnel; and many other related topics. These statements were then reviewed by the Analysis Task force and the most comprehensive were selected for inclusion in the study.

In most LEA's officials are confronted with critical issues which cannot be easily resolved. With increasing frequency the most vocal group

Table 1: State Approved Continuing Educational Objectives, with Associated Specific Goals

Continuing Objectives	Special Goals
To ensure that each student completing his elementary-secondary school program:	
1. is prepared to continue his education, or to meet the requirements of the job market in a field consistent with his interest and ability.	Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.
	Skills required for employment in their selected occupations by students planning to enter the job market.
	Knowledge of the educational preparation required for major occupational field.
	Knowledge of job requirements of major occupational fields.
2. has a command of the learning skills	Mastery of reading skills.
	Mastery of computational skills.
	Mastery of mechanical skills of writing.
	Mastery of skills in listening to comprehend the ideas of others.
	Mastery of skills in oral expression.
	Mastery of skills in the written expression of one's views and those of others.
3. has a fundamental knowledge.	Knowledge of language concepts.
	Knowledge of social studies concepts.
	Knowledge of mathematical concepts.
	Knowledge of scientific concepts.
	Knowledge of fine arts concepts.
4. is able to apply appropriate knowledge, skills and attitudes to real and projected school and community situations and problems.	Ability to apply knowledge and skills to the solution of real-life problems.

Table 1: State Approved Continuing Educational Objectives, with Associated Specific Goals (continued)

Continuing Objectives	Specific Goals
5. has had opportunities to explore and participate in activities of interest for personal enjoyment and development.	Ability to use leisure time in constructive activities. Ability to use leisure time in a personally satisfying manner.
6. will exhibit positive attitudes toward and can demonstrate knowledge and skills related to home management, consumer economics, and family relationships.	Understanding of how members of a family function under different family patterns. Knowledge of child development and skill in child care. Skills for managing personal and family finances.
7. demonstrates through positive action, an understanding of and a concern for the problems of society.	Knowledge of environmental sciences. Concern for the use and abuse of environmental resources. Understanding of and concern for problems of society (such as community improvements, crime prevention).
8. shows evidence of possessing an inquiring attitude and the capability for self-development and self-direction.	Ability to arrive at independent decisions. Knowledge of varied resources for independent study. Development of desire for continued learning. Ability to understand the pros and cons of issues. Ability to effectively plan the use of time. Ability to study independently.
9. demonstrates respect for self and the rights of others	Development of self-respect. Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).

Table 1: State Approved Continuing Educational Objectives, with Associated Specific Goals (continued)

Continuing Objectives	Specific Goals
9. Continued	Ability to develop a personal value system. Development of concern for others.
10. demonstrates a knowledge of physical and mental health, and practices sound personal health habits.	Knowledge of the personal and social consequences of critical health problems, (such as smoking, drug abuse, alcohol, work hazards). Ability to practice sound personal health habits. Knowledge of personal, physical and mental health.

establishes its views with greater weight, thus, confusing the situation further. Since the decisions concerning issues have implications for program modification, the Steering Committee considered it essential that public opinion regarding these issues be collected through the questionnaire. Accordingly, members of MSDE collected a list of current issues in education.

Finally, a list of educational program needs was developed with the help of MSDE, Division of Instruction, and LEA educators. These needs concerned the form of professional or monetary support most desired by local educators. Associated with these were specific public elementary, secondary and special education programs.

The Questionnaire Design Task Force reviewed the collection of specific goals, school processes, issues and program needs, selecting the most significant of each, eliminating redundancy and rewriting the statements (except for specific goals) for clarity and meaningfulness. Each area was reviewed for the form of response which would yield the greatest amount of information. The Questionnaire Design Task Force decided that goal importance could be best responded to on a continuous interval with five equally spaced points from "Not at All Important" to "Very Important".

The center point was labeled "Moderately Important", but the other two interior points were unlabeled in order not to bias the respondent with labels that were susceptible to interpretation. A "No Opinion" column was provided outside the interval. An equivalent interval with five equally spaced points was provided for response to the perceived extent of goal attainment question. In this case, the exterior points were labeled "Not at All Attained" and "Attained to a Great Degree", the center point was labeled "Moderately Attained" and the other interior points left unlabeled. In this case, an "I Do Not Know" column was provided outside the interval.*

School process questions could not be responded to in the same manner as the goal questions - on an interval equivalent to one from zero to 100 percent. Instead, each process could be answered on an interval with totally opposed end points. Accordingly, the semantic differential-type technique was employed wherein an incomplete statement is presented and the missing word or phrase is represented by one of five equally spaced points on the interval, where only the end points are labeled with opposing words or phrases. An "I Do Not Know" column was provided outside the interval.

Issues are typically statements to which the respondent can either agree or disagree. In some instances, the respondent may wish to indicate that there is either too much or too little attention currently being given to the issue under consideration. To accommodate these situations, some issues were responded to via a five-point Likert-type scale from "Strongly Agree" to "Strongly Disagree" with the center point labeled "Neutral." Other questions were responded to via an equally spaced five-point scale from "Greater" to "Less" with the center point labeled "Unchanged." In both cases a "No Opinion" column was provided outside of the interval.

Educational programs do not require the same response patterns as the other areas. Here respondents should indicate those needs which, in their opinion, would best improve the specific educational program under consideration. Thus, a matrix-type response pattern was established wherein the

*The label "I Do Not Know" was used here because attainment relates to a measurement rather than an opinion. Since it is perception data being collected, they are displayed under "No Opinion" in Appendix Table A.2.

respondent could indicate the "Two MOST Urgent" needs for each public elementary and each public secondary education program and the "Three MOST Urgent" needs for each public special education program. A "Do Not Know" column was also provided.

At the conclusion of this initial design phase the questionnaire was subjected to a rigorous pretest in four diverse LEA's. Students, teachers and parents were asked to complete the questionnaire and to comment on the questions in terms of their content and format. They were to indicate those questions that were vague or too difficult to either understand or to respond to. They were asked to suggest modifications and to recommend deletions and additions. To ensure that the pretest results were not subject to biased input due to regional differences, population density differences or an educational confrontation at the local school site of the pretest, the following LEA's were selected:

(1) Montgomery County - the central portion which is essentially suburban;

(2) Baltimore City - the inner city which is urban;

(3) Caroline County - rural Eastern Shore;

(4) Washington County - small urban and rural Appalachian Maryland.

In addition to these public groupings, several businesses were also pretested. Results of the pretest were analyzed by the Questionnaire Design Task Force and recommendations were made as to rewording questions, restructuring portions of the format, modifying the response items and adding and deleting questions.

At this stage the questionnaire consisted of 194 questions concerning education: 37 goal importance questions plus an "Other" category; 37 goal attainment questions plus an "Other" category; 50 school processes questions; 25 issue questions, including an "Other" courses category; 11 elementary education program questions; 19 secondary education program questions; 12 special education program questions; one question requesting comments. The Steering Committee decided that the questionnaire was too extensive for the typical respondent. Furthermore, many respondents would have had to respond "I Do Not Know" or "No Opinion" to the school

processes and educational programs questions, thus, developing a frustration level which might cause a decrease in the response rate. Accordingly, the questionnaire was partitioned into several versions such that only those respondents having knowledge of some or all of the questions in a particular set would receive that set. With the addition of selected demographic variables, the final questionnaire was published in eight versions. Table 2 displays the combination of questions forming each of the eight versions. Appendix C contains all the sections of the questionnaire, plus cover letter, forwarding envelope and return envelope.

LEA TEST DATA

The Fieldwork Task Force investigated the standardized testing practices of the 24 LEA's in order to obtain test data in response to the 37 specific goals. Table 3 summarizes the findings of the investigation, presenting the IQ and achievement tests* employed by each LEA. An immediate finding, from Table 3, is that Maryland does not have a uniform testing program.

The Iowa Test of Basic Skills (ITBS) is administered by 19 of the 24 LEA's over various combinations of grades from 3rd through 9th. Since other tests used to assess achievement in these grades were not employed by as many LEA's, the Fieldwork Task Force selected the ITBS results to obtain Statewide achievement scores for the subtest areas Vocabulary, Reading, Language, Work Study and Mathematics. Of the remaining five LEA's, three employ the Metropolitan Achievement Test (MAT) for the lower grades. The remaining two do not use a standardized test at the lower grades in common with the other LEA's.

For the upper grades, 9th through 11th, only 13 LEA's employ a standardized achievement test; seven using the Iowa Test of Educational

*Table 3 contains most of the tests used in the LEA's. Some tests were unavailable for use in the Needs Assessment study due to the form of the data. These few tests are not included in the table. IQ test data were not collected for use in this study; however, the test type is presented in Table 3 to give the reader an overview of testing programs across the State.

Table 2: Combination of Demographic Variables, Goal Importance, Goal Attainment, School Processes, Issues and Educational Programs Questions Comprising the Eight Versions of the Needs Assessment Questionnaire

Questions	Eight Versions of Questionnaire†							
	A	B	C	D	E	F	G	H
Demographic Variables:								
Sex			X	X	X	X		
Age				X	X	X		
Occupation				X	X			
Education (first two response items)				X	X			
Education (remaining five response items)				X	X	X		
Children in Public School				X	X	X		
Grade			X					
Years as an Educator						X		
Major Responsibility						X		
Present Assignment						X		
Race			X	X	X	X		
Family Income				X	X			
County	X	X	*	X	X	*	X	
New Employees							X	
Importance of Goals	X	X	X	X	X	X	X	X
Extent of Goal Attainment	X	X	X	X	X	X	X	X
School Processes (first 28 questions)		X	X	X		X		
School Processes (remaining 32 questions)		X	X			X		
Issues	X	X	X	X	X	X	X	X
Educational Programs		X				X		
Comments	X	X	X	X	X	X	X	X

†Different versions were sent to different respondent groups.

*This data was obtained from other sources.

Table 3: IQ and Standardized Achievement Tests Employed by the 24 Local Education Agencies

Local Education Agencies	IQ Tests*					Achievement Tests†			
	CAT	CCF	CTMM	L-T	O-L	ITBS	ITED	MAT	TAP
Allegany	X				X	X			X
Anne Arundel				X		X	X		
Baltimore County			X			X			
Calvert			X					X	
Caroline				X		X			
Carroll				X		X			
Cecil				X		X	X		
Charles	X			X		X	X		
Dorchester			X			X			
Frederick					X			X	
Garrett	X					X			X
Harford					X	X			
Howard				X		X			X
Kent				X		X	X		
Montgomery				X		X			X
Prince George's	X			X		X	X		
Queen Anne's				X		X	X		
St. Mary's				X			X	X	
Somerset			X			X			
Talbot	X					X			X
Washington	X					X			X
Wicomico			X						
Worcester		X							
Baltimore City					X	X			

*CAT ≡ California Aptitude Test; CCF ≡ Cattell Culture Fair; CTMM ≡ California Test for Mental Maturity; L-T ≡ Lorge-Thorndike; O-L ≡ Otis-Lennon.

†ITBS ≡ Iowa Test of Basic Skills; ITED ≡ Iowa Test of Educational Development; MAT ≡ Metropolitan Achievement Test; TAP ≡ Test of Academic Progress.

Development (ITED) and six using the Test of Academic Progress (TAP). The Fieldwork Task Force selected both tests as back up for the ITBS results. The ITED contains subtests for Social Studies, Natural Sciences, Correctness and Appropriateness of Expression, Quantitative Thinking, Reading Social Studies, Reading Natural Sciences, Reading Literature, General Vocabulary and Use of Sources. The TAP contains subtests for Social Studies, Composition, Science, Reading, Mathematics and Literature.

The Fieldwork Task Force developed a plan to reduce the data into Statewide mean values for achievement subtests scores. Because of the near universal use of the ITBS it was selected for this purpose. The plan called for establishing mean achievement subtest scores for each LEA and from these obtain the mean State scores. The definition of the LEA scores would then be a derived achievement subtest score for the "average" student in the LEA after having completed 9th grade. The State scores do not have a similar interpretation. They were used to establish a Statewide scale of measured attainment from which measured goal-gap for individual LEA's would be obtained.

POPULATION STRATIFICATION

The Needs Assessment study was planned as a two-factor design, with LEA's as one factor and identified respondent groups as the other. Ten distinct respondent groups comprised of 16 public groupings were identified for this study, two of which could not be generally associated with some LEA, but rather with the State in general. Thus, the study design is 25-by-10 rather than 24-by-8.

Table 4 displays the 16 identified populations, their size and the sample size. Estimates of the populations were obtained from a number of reliable sources, in some cases improved by specific knowledge at the LEA level. These were as follows:

- Public Secondary School Students (Maryland State Department of Education, 1971)
- School Staff and Central Staff (Maryland State Department of Education, 1971a)

Table 4: Populations and Selected Samples Size*

Identified Populations	Populations Size	Samples	
		Size	% of Population
LEA Associated:			
Public Secondary School Students	390,184	8,432	2.2
School Staff	45,451	2,316	5.1
Central Staff	1,649	512	31.0
Parents (family units)	491,197	4,557	0.9
LEA Boards of Education	150	150	100.0
Business/Industry	3,434	1,031	30.0
General Public (16 and over)	2,686,245†	5,933	0.2
County Commissioners	123	123	100.0
State Legislators	183	183	100.0
News Media	160	143	89.4
State Associated:			
MSDE Staff	248	129	52.0
Postsecondary School Educators	3,024‡	371	12.3
State Board of Education	7	7	100.0
State Agencies	63	63	100.0
U. S. Congress	10	10	100.0
Labor Union Leadership	30	30	100.0
Total	3,622,158#	23,990	0.7

*Supporting data for this table can be found in Appendix Table B.1.

†The population for General Public was determined by subtracting all special interest populations from the total State population.

‡Postsecondary school educators were selected using a two-level sampling; 3024 is the faculty population from 14 institutions of higher education plus training schools and apprenticeship programs, which were sampled from 53 institutions plus the training schools and programs.

#The total population, including prekindergarten through 6th grade would be 4,144,331, which is 230,231 greater than the actual of 3,914,100. Overlapping categories account for this differential.

- Parents and General Public (U. S. Bureau of the Census, 1971 and 1972)
- Business/Industry (Maryland Division of Economic Development, 1971)
- Postsecondary School Educators (faculty registers from the institutions and training programs in the postsecondary institution sample)
- LEA Boards of Education, County Commissioners, State Legislators, News Media, MSDE Staff, State Board of Education, State Agencies, U. S. Congress and Labor Union Leadership (selected mailing lists maintained by MSDE)

SAMPLE SELECTION

A sampling plan was designed which called for 24,000 subjects across the State, with approximately 12,000 allocated to school-connected publics and approximately 12,000 allocated to nonschool-connected publics. School-connected publics were defined to be: Public Secondary School Students; School Staff; Central Staff; and LEA Boards of Education. Non school-connected publics were defined to be: Parents; Business/Industry; General Public; Elected and Appointed Officials at the Federal, State and County level; News Media; MSDE Staff; Postsecondary School Educators; State Board of Education; and Labor Union Leadership. School-connected publics resulted in an actual sample of 11,410 while nonschool-connected publics resulted in an actual sample of 12,580, as shown in Table 4, because of the procedure for sampling proportionally within LEA's.

In order to ensure an adequate sample size for each respondent group, the Questionnaire Design Task Force decided to sample the population groups according to the following approximate rates: Public Secondary School Students - two percent; School Staff - five percent; Central Staff - 30 percent; Parents - one percent; Business/Industry - 30 percent; General Public - 0.25 percent; MSDE Staff - 50 percent; Postsecondary School Educators - 12 percent; State and LEA Boards of Education, Elected and Appointed Federal, State and County Officials, Labor Union Leadership, and News

Media* - 100 percent. Table 4 presents the sampling rates which were finally obtained after each population group was proportionally sampled within each LEA.

Students were sampled at a rate of two percent within each LEA. If the sample fell below 60, it was arbitrarily increased to 60 students to ensure a significant number of respondents for analysis at the LEA level. Students names were obtained through a technique involving a two-level sampling. Initially, a sample of secondary schools was selected within each LEA, then each school was asked to supply the name and address of every nth student, where n varied with each LEA. Parents were sampled at a rate of one percent within each LEA (with a minimum of 60 parents) in a nearly identical procedure to that of the student group. The only exception being that initially a sample of elementary and secondary schools was selected (equal to the number of secondary schools only in the student sample), then each school was asked to supply the name and address of the parents of every nth student, where n varied with each LEA.

The School Staff and Central Staff samples were obtained directly from the teacher certification list (Maryland State Department of Education, 1971a). First, the list was partitioned into 24 LEA sublists. Next, each LEA sublist was partitioned into a central office personnel group and a school building personnel group. The school building group was then separated into elementary school teachers, administrators and specialists; and secondary school teachers, administrators and specialists. The school staff was then sampled at a rate of five percent within each LEA, ensuring a minimum of 60 persons in each sample. By sampling systematically over elementary and secondary school groups a proportional sampling from both was guaranteed. The central office group was sampled at an overall rate of 30 percent. The actual sampling procedure for this group was as follows: greater than or equal to 100 members - 25 percent, with a minimum of 25 persons; less than 100 - 33.3 percent, with a minimum of 10 persons.

*Use of a partially incomplete mailing list resulted in an 89.4 percent sample rather than the expected 100 percent census.

Business/Industry as sampled from the Directory of Maryland Manufacturers (Maryland Division of Economic Development, 1971). First, the list was partitioned into 24 LEA sublists. Then, the sublists were sampled at an approximate rate of 25 percent, with a minimum of 20 subjects when possible, yielding an overall rate of 30 percent.

The General Public sample was obtained from the Maryland Division of Motor Vehicles, Drivers License Register. The Division of Motor Vehicles Data Processing Staff was asked to sample from their register at a rate of 0.25 percent, systematically within each LEA, with a minimum of 70-75 names from each. Although this is a biased population locator list, since it systematically eliminates those under 16 and those nonlicensed persons, it was still considered to be the best available source for the Needs Assessment study presented herein.*

The MSDE Staff was sampled from an up-to-date personnel roster. All Bureau Chiefs and Division Heads (i.e. Associate and Assistant Superintendents) and every other member of the professional staff were selected to participate in this study.

Postsecondary School Educators were selected by a two-level sampling technique. First, institutions were sampled according to the strata: Public Junior Colleges; Private Junior Colleges; Public Four-Year Colleges and Universities; Private Four-Year Colleges and Universities; Postsecondary Training Schools; Apprenticeship Programs. Faculty members were then sampled from the institutions within each stratum at a rate of 10 percent, with a minimum of 30 members at the stratum level†

The remaining population groups were taken in their entirety, as a census, from specific mailing lists maintained by MSDE.

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*Telephone books are another source for this purpose; however, in Maryland, the telephone books are now published across county boundaries, thus, preventing the population from being stratified by LEA.

†Appendix Table B.2 presents the specifics of the Postsecondary School Educator sampling procedure.

DATA COLLECTION

Needs Assessment data were obtained through the use of questionnaires, for opinion and perceived knowledge data; and by fieldwork, for IQ and standardized achievement test data. The specifics of the data collection strategies are presented below.

MAILING STRATEGIES

Table 5 displays the assignement of each public grouping to one of the eight questionnaire versions; Tables 2 and 5 reviewed together present the specific questions asked of each public grouping. With the exception of the demographic variables, the content questions were distributed as follows: everyone in the sample received questions on the importance of goals, the perceived extent of goal attainment, the issues and a request for comments; LEA Boards of Education, School Staff, Central Staff, Students and Parents received questions on school processes (although the Parent grouping only received the first 28 items, of which it was assumed they had at least second hand knowledge through their children); LEA Boards of Education, School Staff and Central Staff received questions on the most urgent needs of public education programs. Appendix C contains a questionnaire complete with all the content questions (version B or F), the mailing and return mail covers, a cover letter from the State Superintendent of Schools and eight versions of the demographic variables page.

A three-stage mailing strategy was adopted wherein a questionnaire was mailed to each person in the sample, a second questionnaire was sent to those who had not responded after four weeks and a third questionnarie was sent to those who still had not responded after a second four-week period. To encourage those who had not responded to the first mailing to participate in this survey, all second mailing questionnaires were stamped on the address cover in bright blue:

URGENT
PREVIOUS COPY NOT RETURNED

Table 5: Assignment of Public Groupings to Questionnaire Versions

Questionnaire Version	Public Grouping	Sample Size
A	County Commissioners State Legislators News Media	449
B	LEA Boards of Education	150
C	Public Secondary School Students	8432
D	Parents	4557
E	General Public	5933
F	School Staff Central Staff	2828
G	Business/Industry	1031
H	MSDE Staff Postsecondary School Educators State Board of Education State Agencies U. S. Congress Labor Union Leadership	610
Total		23,990

To invite the participation of those who had still not responded after the second mailing, all third mailing questionnaires were stamped on the address cover in bright green:

YOUR ANSWERS ARE VITAL

FIELDWORK

The purpose of this task was to collect data on the extent of measured achievement for as many specific goals as possible, and then, to compare public perceptions to measured results for these goals. If the comparisons indicate a positive relationship, it is subsequently possible that public perceptions for the remaining goals are similarly accurate. If, instead, the comparisons do not indicate a relationship, then a public relations effort is probably indicated. The only measured acheivement data in the State is that obtained at the LEA level.

The MSDE, Office of Field Services, arranged for regional meetings with representatives from each LEA to ascertain the type and level of IQ and standardized achievement testing throughout the State. Table 3 presents these results. Each LEA was asked to deliver the average score for each standardized achievement subtest for each grade taking the subtest, including the number of students in each grade taking the subtest. These grade averages would be calculated by the Fieldwork Task Force when individual scores or classroom scores were the only available data.

A data reduction plan was designed to obtain an LEA mean score for each standardized achievement subtest. From these scores a Statewide subtest score would be determined using results from the same tests (i.e., ITBS, ITED, TAP, etc.). The LEA scores were to be obtained as follows:

(1) convert all LEA subtest scores to percentile rank;
(2) convert percentile rank to Z-scores;
(3) for each subtest, multiply the Z-score by the number of students in that grade taking the subtest;
(4) sum these products over all grades taking the subtest and divide by the total number of students taking the subtest;
(5) convert the "weighted" mean Z-score to percentile rank;
(6) repeat for all subtests

The resulting LEA scores would represent the average achievement of a typical student through the grades tested.

The Statewide subtest scores, to be used for comparisons with perception data, were to be determined by repeating Steps (2) through (5),

above, on the LEA scores for each subtest, replacing the word "grade" with the words "LEA" wherever found. The definition of this result is the "percentile rank of the mean subtest Z-score". In order to obtain a measure of the dispersion of LEA subtest scores, Equation (1), mean score, and Equation (2), standard deviation, are also applied to the data, but the mean score R_j will not be reported:

$$R_j = \frac{\Sigma_i \, n_{ij} \, r_{ij}}{N_j} \tag{1}$$

$$s_j = \sqrt{\frac{m_j}{m_j - 1} \left(\frac{1}{N_j} \, \Sigma_i \, n_{ij} \, r_{ij}^2 - R_j^2 \right)} \tag{2}$$

where:

$i \equiv$ an LEA, ($i = 1, 2, \ldots, 24$);

$j \equiv$ a standardized achievement subtest;

$m_j \equiv$ number of LEA's employing jth subtest;

$n_{ij} \equiv$ number of students in the ith LEA having taken the jth subtest, summed over all grades employing the subtest;

$N_j \equiv$ number of students in the State having taken the jth subtest;

$r_{ij} \equiv$ percentile rank score of the ith LEA for the jth subtest;

$R_j \equiv$ percentile rank score of the State for the jth subtest;

$s_j \equiv$ standard deviation of the percentile rank score of the State for the jth subtest.

DATA ANALYSIS DESIGN

Research questions were prepared, which address the questionnaire data and criticality of educational needs. They are:

What is the importance of each of the 37 specific goals for each respondent group across the state? Is there a significant difference between the means of each group?

What is the perceived extent of attainment of each of the 37 specific goals for each respondent group across the State? Is there a significant difference between the means of each group?

What is the distribution of responses for each of the 50 school processes for each respondent group across the State? Is there a significant difference between the means of each group?

What is the distribution of responses for each of the 19 issues (25 items) for each respondent group across the State? Is there a significant difference between the means of each group?

What is the distribution of responses for each public elementary, secondary and special education program for each respondent group across the State?

Is there a significant difference between the mean goal importance of a respondent group from each LEA, for all respondent groups, for each of the 37 goals?*

What are the goals for which needs at the State level are most critical for each respondent group? Is there an overlap between these goals for which needs are considered most critical by each respondent group?

*Data in reference to this question are presented in Appendix Table A.9. Discussion of the results is not included in the text.

Do the means for selected demographic variables, within selected public groupings, differ significantly for goal importance, perceived extent of goal attainment, school processes and educational issues?*

Is there a significant relationship between selected demographic variables of a public grouping for goal importance, perceived extent of goal attainment, school processes and educational issues?*

Tables were designed to present the data for all ten respondent groups (i.e. Students, School Staff, Central Staff, Parents, Boards of Education, Business/Industry, General Public, Elected and Appointed Officials, MSDE Professional Staff, Postsecondary School Educators) simultaneously for each item under Goal Importance, Extent of Goal Attainment and Issues. Other tables were designed to present the data for all five school processes respondent groups (i.e. Students, School Staff, Central Staff, Boards of Education, Parents) simultaneously for each item under School Processes; and for all three educational programs respondent groups (i.e., School Staff, Central Staff, Boards of Education) simultaneously for each item under Public Educational Programs.

Different sampling rates were employed for each public grouping in order to obtain significant response from small groups. Even so, the sample size within an LEA often fell below an acceptable size and had to be increased to this minimum value. To allow an aggregate response for each public grouping at the State level, a weighting function was derived to account for these varying sampling rates and population sizes. In addition, the weighting function was designed so that the weighted number of respondents, aggregated at the State level, would be equal (or very

*Data in reference to this question are provided in the addendum of computer printout (Hershkowitz, 1972). Discussion of the results is not included in the text.

nearly so) to the actual number of respondents in each group.* The function is:

$$w_{ij} = \frac{b_{ij}}{a_{ij}} \cdot \frac{\Sigma_i\, a_{ij}}{\Sigma_i\, b_{ij}} \qquad (3)$$

where:

$i \equiv$ an LEA, $(i = 1, 2, \ldots, 24)$;

$j \equiv$ a respondent group (j = Students, School Staff, Central Staff, Parents, Business/Industry, General Public);†

$a_{ij} \equiv$ number of respondents from the jth respondent group of the ith LEA;

$b_{ij} \equiv$ population size of the jth respondent group of the ith LEA;

$w_{ij} \equiv$ weight for the jth respondent group from the ith LEA.

Data tables, appearing in Appendix A, display for each question or goals, school processes and issues, for each respondent group: weighted number of respondents (same as unweighted); relative frequencies for the response categories (e.g., for goal importance - Not at All Important, Barely Important, Moderately Important, Quite Important, Very Important, No Opinion) plus the category "No response"; weighted mean; standard deviation of the weighted data; indicator of significant difference between respondent group means. Data tables for educational programs differ from the others as the response categories are discreet. The mode of response is also different since the respondent indicates the "Two MOST Urgent" or "Three Most Urgent" needs. These tables present the proportion of respondents who indicated either the particular need or that

*The computer program for computing the Analysis of Variance (ANOVA) does not have a provision for treating weighted data; thus, the degrees of freedom is obtained by counting the weighted responses as if they were unweighted. To obtain the correct degrees of freedom this weighting technique is employed so that the total observations are the same.

†Since a census was taken of the remaining four respondent groups they are aggregated with an assumed weight $w_{ij} = 1$.

they did not know, and the proportion of respondents who did not respond to the items. Since the respondent may indicate two or three needs, the sum of the responses may be either 200 percent or 300 percent respectively. A response of more than 100 percent (or 200 percent) for either "No Response" or "Do Not Know" indicates that many respondents could not indicate even one need for the specific elementary, secondary or special education program or had no knowledge of the program or its needs.

In order to identify critical educational needs the following procedure was employed: (1) an overall mean goal importance score was obtained for each respondent group by averaging their mean goal importance score for each goal; (2) in a similar manner a mean score was obtained for perceived extent of goal attainment for each respondent group; (3) for all goals, the respondent group mean score for importance and for attainment were partitioned into two groups - those above the respective overall mean score and those at or below the overall mean score; (4) a two-by-two table, displayed in Figure 1, was developed and used to place the goals in different cells according to their criticality of needs. A criticality function was thus derived to differentiate needs according to the four categories: (1) critical need, C - those goals above overall mean importance and at or below overall mean attainment; (2) low level need, L - those goals at or below overall mean importance and at or below overall mean attainment; (3) successful program, S - those goals above overall mean importance and above overall mean attainment; (4) low level successful program, U - those goals at or below overall mean importance and above overall mean attainment. Category C is defined as a goal for which a critical need exists to develop a program for improving education; Category L is defined as a goal for which a low level need exists; Category S is defined as an important goal which is being met satisfactorily; Category U is defined as a less important goal which is being attained. The Criticality Function is displayed symbolically by Equation (4).

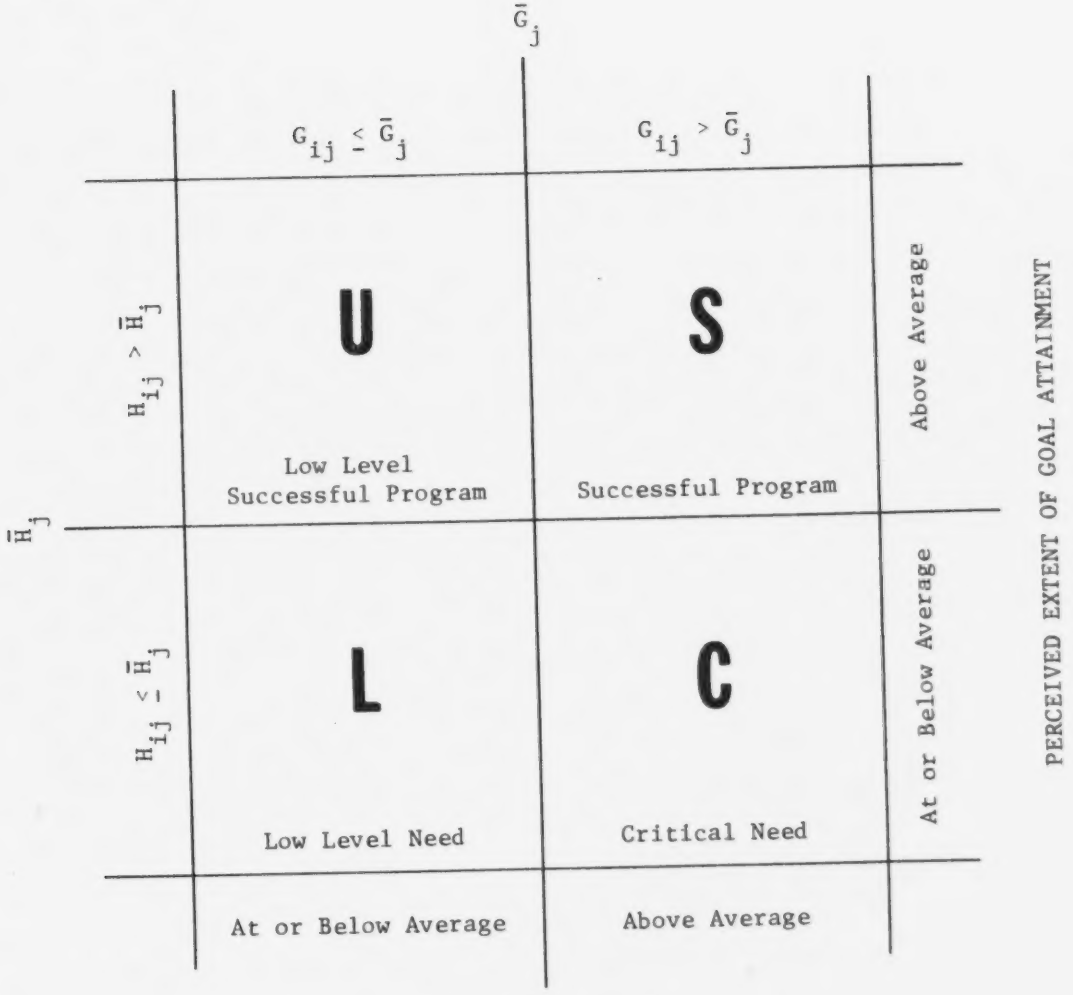

Figure 1: The Criticality Function

$$C_{ij} = \begin{cases} C; \text{ if } G_{ij} > \overline{G}_j \text{ and } H_{ij} \leq \overline{H}_j \\ S; \text{ if } G_{ij} > \overline{G}_j \text{ and } H_{ij} > \overline{H}_j \\ L; \text{ if } G_{ij} \leq \overline{G}_j \text{ and } H_{ij} \leq \overline{H}_j \\ U; \text{ if } G_{ij} \leq \overline{G}_j \text{ and } H_{ij} > \overline{H}_j \end{cases} \quad (4)$$

where:

$i \equiv$ specific goal ($i = 1, 2, \ldots, 37$);

$j \equiv$ respondent group ($j = 1, 2, \ldots, 10$);

$C_{ij} \equiv$ Criticality category for jth respondent group for ith specific goal;

$G_{ij} \equiv$ mean goal importance for jth respondent group for ith specific goal;

$\overline{G}_j \equiv$ mean value for jth respondent group over all 37 mean goal importance scores;

$H_{ij} \equiv$ mean perceived extent of goal attainment for jth respondent group for ith specific goal;

$\overline{H}_j \equiv$ mean value for jth respondent group over all 37 mean perceived extent of goal attainment scores.

The measured achievement scores, as obtained from Equation (1), would yield a Criticality category by first obtaining a measured $\overline{H}_j$ over the five ITBS Statewide mean achievement scores, than assigning a score to H_{ij} for each one of the i measured goals ($i = 1, 2, \ldots, 5$), and finally, applying Equation (4) to the results. In this case, $j = 1$.

Section 4
ANALYSIS OF DATA

The Needs Assessment study was designed to obtain and analyze data on the importance of selected educational goals, the school processes and issues pertaining to these educational goals, the perceived gaps in attainment of these goals and the criticality of needs. The study was not designed as an in-depth research program, to intensively study various highly selective and/or minute aspects of public education. Accordingly, the analyses presented below were designed to accent findings on goal importance and criticality of needs. The extensive data bank, however, offers the researcher a wealth of data for selected, comprehensive investigations.*

Table 6 displays data on the response characteristics for each of the respondent groups. Of the original sample of 23,990 persons, 1,376 no longer resided or did business at the address in the population locator list. These "Return to Sender" questionnaires reduced the sample to 22,614. A total of 11,726 questionnaries were received, of which 74 were duplicates, reducing the returns to 11,652, and 637 were blank leaving 11,015 returns containing valid data. The resulting adjusted response rate is 51.5 percent. Table 6 contains the definitions for the questionnaire versions A through H.

Each population locator list contained a number of invalid addresses; persons who have moved and businesses which no longer exist. Those receiving Questionnaries A, B, and G were the most stable, with a "Return to Sender" rate of less than 2.5 percent. The next most stable were those receiving Questionnaires C, D, F and H, with a Return to Sender rate of five percent or less. Only the General Public list (i.e., those receiving Questionnaire E) contained a rate of 10 percent.

*For response data presented for each of Maryland's 24 LEA's see Hershkowitz (1972a).

Table 6: Response Rates for Each Respondent Group.

Questionnaire Version †	Sample			Returns*			Response Rate
	Initial Size	"Return to Sender"	Adjusted Size	In Data Bank	Blank	Total	
A	449	4	445	122	3	125	28.1§
B	150	2	148	71	9	80	54.1
C	8432	395	8037	4626	12	4638	57.7
D	4557	228	4329	1803	21	1824	42.1
E	5933	608	5325	2080	225	2305	43.3
F	2828	91	2737	1587	198	1785	65.2#
G	1031	23	1008	376	27	403	40.0
H	610	25	585	350	42	392	67.0¶
Total	23,990	1376	22,614	11,015	637	11,652	51.5

*Duplicate returns (74) were excluded from the table: C = 11, D = 7, E = 32, F = 19, G = 1, H = 4.

†Questionnaire versions are defined as follows: A = State Legislators, County Commissioners and news media; B = State and LEA Boards of Education; C = Students; D = Parents; E = General Public; F = School Staff and Central Staff; G = Business/Industry; H = MSDE Staff, Postsecondary Educators, State Agencies, U.S. Congressmen for Maryland and Labor Union Leadership.

§State Legislators and County Commissioners accounted for a response rate above the average and news media for a response rate below the average.

#While School Staff responded at a rate above the overall study average of 51.5 percent, Central Staff responded at a rate in excess of 70 percent.

¶MSDE Staff contributed to this response by responding in excess of 86 percent. The next highest respondent group was Postsecondary Educators with a 56 percent response rate. State Agencies responded at approximately 48 percent, while the remaining public groupings receiving this version displayed a considerably lower response rate.

Every survey experiences some blank returns and some duplicate returns. The study presented herein had similar experiences, with Questionnaire Categories B, F and H having approximately 6-7 percent blank returns,

Questionnaire Categories E and G having approximately 3-4 percent blank returns, and the remaining Questionnaire Categories A, C and D having less than one percent blank returns. In general, all Questionnaire categories together experienced less than 0.7 percent duplicate returns.

Appendix D presents an overview of the process involved in reducing survey response data into a viable data bank. A detailed tape layout of the data bank is included.

GOAL IMPORTANCE

Several questions can be raised concerning conflicting expectations of various public groupings. Sweigert (1969) asks for example, what should be done when consumers disagree among themselves as to the relevance of a particular goal. Should this discrepancy be resolved before the school system can act, or should the school system act in terms of the expectations of only the most important consumers when it is in disagreement? In order to reduce this dilemma the Needs Assessment study considers the responses of the General Public category to be indicative of the total citizenry. In those cases where the remaining nine respondent groups differ, the opinion of the General Public will be used by MSDE as a direction. However, in local situations the opinions of special interest groups will bear more weight.

Appendix Table A.1 exhibits the total number of respondents, relative frequency of response, mean and standard deviation for each of the 10 respondent groups for each of the 37 specific goals. These data are based on a weighted aggregation over each of the LEA's using Equation (3). The mean and standard deviation were obtained from actual responses; No Opinion and No Response categories were eliminated from the calculations. An additional entry, "Indicator of Significance," presents the results of an analysis of variance (ANOVA) across the respondent groups for each specific goal.*

*Due to the large number of respondents in each group the results of the F-Test is always significant at 0.001 level. Results of the F-tests and of the T-tests between pairs of respondent groups may be seen in Hershkowitz (1972).

Table 7: Mean Goal Importance and Mean Perceived Extent of Goal Attainment for Each Respondent Group for Each Goal*

Goals	Mean Goal Importance										Mean Perceived Extent of Goal Attainment									
	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials	MSDE Staff	Postsecondary Educators	Students	School Staff	Central Staff	Parents	Board of Education	Business/Industry	General Public	Elected and Appointed Officials	MSDE Staff	Postsecondary Educators
1. Ability to arrive at independent decisions.	4.5	4.7	4.8	4.6	4.7	4.3	4.7	4.4	4.6	4.6	3.5	3.0	2.9	3.2	3.2	2.5	3.2	2.8	2.8	2.6
2. Understanding of how members of a family function under different family patterns.	3.5	3.8	3.8	3.7	3.6	3.2	3.7	3.4	3.4	3.2	2.8	2.7	2.5	2.8	3.0	2.2	2.8	2.4	2.5	2.5
3. Knowledge of language concepts.	3.6	4.3	4.1	3.8	4.0	3.2	3.6	3.8	3.9	4.1	3.4	3.0	2.9	2.9	2.8	2.3	2.9	2.7	2.9	2.5
4. Knowledge of social studies concepts.	3.7	4.0	3.9	3.8	3.9	3.2	3.8	3.6	3.7	3.7	3.6	3.1	2.9	3.2	3.2	2.6	3.2	2.8	3.0	2.9
5. Knowledge of the personal and social consequences of critical health problems, (such as smoking, drug abuse, alcohol, work hazards).	4.4	4.5	4.4	4.5	4.5	4.3	4.5	4.3	4.3	4.2	3.6	3.1	2.8	3.4	3.2	2.6	3.3	2.8	2.9	3.0
6. Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.	4.2	3.9	3.8	4.4	4.3	4.1	4.3	4.0	3.7	4.0	3.5	3.3	3.9	3.3	3.5	2.9	3.3	3.2	3.5	3.1
7. Knowledge of environmental sciences.	3.8	4.0	3.8	3.9	3.9	3.3	3.9	3.6	3.8	3.8	3.3	3.0	2.8	3.1	3.0	2.5	3.1	2.7	2.8	2.6
8. Knowledge of mathematical concepts.	4.1	4.1	3.9	4.3	4.2	3.8	4.0	4.0	3.8	4.0	3.8	3.2	3.1	3.4	3.2	2.6	3.4	3.0	3.1	2.9
9. Concern for the use and abuse of environmental resources.	4.2	4.3	4.1	4.2	4.0	3.7	4.2	3.9	4.0	4.0	3.3	2.9	2.6	3.2	2.9	2.6	3.1	2.7	2.5	2.8
10. Development of self-respect.	4.6	4.8	4.8	4.7	4.6	4.6	4.7	4.6	4.6	4.5	3.5	2.9	2.7	3.2	2.7	2.6	3.1	2.6	2.7	2.6
11. Ability to use leisure time in constructive activities.	3.8	4.2	4.0	4.0	3.6	3.6	4.0	3.7	3.8	3.6	3.0	2.6	2.4	2.8	2.6	2.3	2.8	2.3	2.4	2.3
12. Ability to use leisure time in a personally satisfying manner.	3.9	4.1	4.0	3.9	3.5	3.4	3.9	3.4	3.7	3.6	3.1	2.6	2.5	2.8	2.8	2.6	2.9	2.5	2.6	2.4
13. Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).	3.9	4.1	4.2	3.9	4.0	3.7	3.9	4.0	4.2	4.1	3.0	2.5	2.4	2.8	2.7	2.3	2.7	2.2	2.5	2.4
14. Ability to apply knowledge and skills to the solution of real life problems.	4.6	4.8	4.7	4.6	4.7	4.4	4.7	4.6	4.7	4.5	3.4	2.7	2.6	2.9	2.8	2.3	2.9	2.5	2.6	2.3
15. Knowledge of scientific concepts.	3.5	3.7	3.6	3.7	3.8	3.2	3.6	3.6	3.5	3.9	3.3	3.0	2.9	3.1	3.0	2.6	3.1	2.9	3.1	2.8
16. Skills required for employment in their selected occupations by students planning to enter the job market.	4.4	4.6	4.4	4.5	4.6	4.4	4.5	4.4	4.4	4.3	3.4	2.8	2.6	3.0	2.9	2.5	3.1	2.6	2.7	2.7

17. Knowledge of varied resources for independent study.	3.9	4.0	3.9	4.0	3.9	3.3	3.9	3.6	4.0	4.1	3.3	2.8	2.6	2.9	3.0	2.4	2.9	2.6	2.8	2.4
18. Mastery of reading skills.	4.5	4.8	4.7	4.8	4.8	4.7	4.8	4.8	4.7	4.8	3.7	3.0	2.9	3.3	2.9	2.5	3.3	2.8	2.9	2.8
19. Knowledge of child development and skill in child care.	3.8	3.8	3.8	3.7	3.5	3.3	3.8	3.1	3.6	3.3	3.0	2.7	2.5	2.9	2.7	2.5	2.8	2.5	2.7	2.5
20. Skills for managing personal and family finances.	4.2	4.0	4.1	4.1	4.1	4.1	4.2	3.8	4.0	3.6	3.0	2.6	2.4	2.8	2.5	2.2	2.8	2.4	2.6	2.4
21. Development of desire for continued learning.	4.2	4.4	4.2	4.5	4.4	4.1	4.4	4.1	4.1	4.4	3.3	2.7	2.6	3.0	2.8	2.4	3.1	2.7	2.7	2.6
22. Mastery of computational skills.	3.6	3.9	3.9	3.7	3.8	3.4	3.6	3.4	3.7	3.7	3.1	3.0	2.9	2.9	2.9	2.5	2.9	2.7	3.0	2.7
23. Knowledge of fine arts concepts.	3.0	3.3	3.3	3.1	3.0	2.6	3.1	3.0	3.1	3.5	2.8	2.5	2.5	2.6	2.6	2.3	2.6	2.4	2.6	2.4
24. Ability to understand the pros and cons of issues.	4.1	4.3	4.2	4.3	4.3	4.1	4.3	4.3	4.4	4.4	3.3	2.8	2.6	3.0	2.9	2.5	3.0	2.7	2.7	2.6
25. Ability to practice sound personal health habits.	4.2	4.5	4.3	4.4	4.3	4.2	4.4	4.1	4.3	3.9	3.5	3.0	2.9	3.3	3.1	2.8	3.4	2.8	3.1	2.8
26. Understanding of and concern for problems of society (such as community improvements, crime prevention).	4.3	4.4	4.3	4.3	4.1	4.1	4.4	4.1	4.3	4.1	3.3	2.8	2.6	3.0	2.9	2.6	3.0	2.6	2.8	2.8
27. Mastery of mechanical skills of writing.	3.5	3.9	3.7	3.8	3.8	3.7	3.7	3.6	3.7	3.9	3.2	2.9	2.6	2.9	2.7	2.4	3.0	2.5	2.8	2.6
28. Mastery of skills in listening to comprehend the ideas of others.	4.2	4.6	4.4	4.4	4.4	4.3	4.4	4.2	4.4	4.5	3.4	2.8	2.5	3.0	2.9	2.4	3.1	2.4	2.7	2.5
29. Knowledge of personal, physical and mental health.	4.4	4.3	4.2	4.3	4.1	3.9	4.3	4.0	4.1	3.8	3.5	2.9	2.8	3.2	3.0	2.7	3.3	2.8	3.0	2.8
30. Ability to develop a personal value system.	4.1	4.6	4.5	4.4	4.2	4.1	4.4	4.2	4.4	4.2	3.2	2.7	2.6	3.0	2.7	2.4	3.0	2.4	2.6	2.6
31. Development of concern for others.	4.3	4.6	4.5	4.4	4.3	4.2	4.4	4.3	4.5	4.2	3.4	2.7	2.5	3.0	2.7	2.4	3.0	2.6	2.6	2.6
32. Ability to effectively plan the use of time.	3.9	4.4	4.2	4.3	4.2	4.1	4.2	4.1	4.1	4.0	3.1	2.6	2.4	2.9	2.6	2.3	2.9	2.3	2.7	2.4
33. Ability to study independently.	4.3	4.4	4.1	4.4	4.3	3.9	4.4	4.2	4.2	4.4	3.4	2.7	2.6	3.0	2.9	2.4	3.1	2.5	2.8	2.4
34. Knowledge of job requirements of major occupational fields.	4.3	4.0	3.8	4.2	3.9	3.7	4.1	3.8	3.9	3.5	3.2	2.7	2.6	2.9	2.9	2.5	3.0	2.5	2.7	2.6
35. Mastery of skills in oral expression.	4.0	4.3	4.2	4.3	4.3	4.1	4.2	4.1	4.3	4.4	3.3	2.9	2.8	3.0	2.8	2.4	3.0	2.5	2.9	2.6
36. Mastery of skills in the written expression of ones views and those of others.	3.9	4.1	3.9	4.2	4.2	3.8	4.1	4.0	4.1	4.4	3.3	2.7	2.6	3.0	2.7	2.4	3.0	2.4	2.8	2.4
37. Knowledge of the educational preparation required for major occupational field.	4.3	4.0	4.0	4.2	4.1	3.9	4.2	4.0	4.0	3.8	3.3	2.8	2.8	3.0	3.0	2.6	3.1	2.7	2.8	2.9
Mean Respondent Group Score	4.0	4.2	4.1	4.2	4.1	3.8	4.1	4.0	4.1	4.0	3.3	2.8	2.7	3.0	2.9	2.5	3.0	2.6	2.8	2.6

*Supporting data for this table can be found in Appendix Tables A.1 and A.2.

Table 7 presents the mean goal importance and mean perceived extent of goal attainment (attainment will be discussed later) response for each respondent group for each of the 37 specific goals, taken from Appendix Table A.1. With the exception of Business/Industry, whose mean response to each goal is typically at a lower level of importance than the other respondent groups, the average of these mean responses to goal importance only vary 0.2 over all groups. School Staff and Parent groups tend to respond with a slightly higher mean for goal importance than the others. On the average, the mean group response for each goal varies approximately 0.5 over all groups; with Goals 5 and 10 (i.e., consequences of critical health problems and self-respect, respectively) varying the least at 0.2 and Goals 3 and 23 (i.e., language concepts and fine arts concepts) varying the most at 1.1 and 0.9, respectively.

Table 8 displays the distribution of mean goal importance scores for each respondent group. For example, School Staff rated three goals with a mean goal importance of 4.8, Central Staff rated two goals with a mean goal importance of 4.8 and Parents did so for only one goal. Table 8 reveals that, over all respondent groups, some 70 percent of the goals were rated within the range 3.8 to 4.5. This shows that none of the respondent groups have a significantly different response pattern from the others. Since most of the goals were rated close to each other on the importance scale, by all respondent groups, rank ordering the goals by their ordinal values of goal importance was not attempted. Such a procedure would be deceiving as it would cause an artificial hierarchy which in many cases would not be meaningful.

In the initial analysis plan, described previously, a decision was made to employ the Analysis of Variance (ANOVA) to determine if a significant difference existed between mean item scores (i.e., goal importance, goal attainment, school processes and educational issues) for the respondent groups. Such an analysis was performed and the results showed that for almost all the items the difference between the respondent group means was statistically significant (in a great majority of cases at the 0.001 level of significance). Although these findings indicate that a

Table 8: Distribution of Mean Goal Importance Scores for Each Respondent Group

Mean Goal Importance	Students	School Staff	Central Staff	Parents	Boards of Education	Business/ Industry	General Public	Elected and Appointed Officials	MSDE Staff	Post-secondary Educators
4.8	-	3	2	1	1	-	1	1	-	1
4.7	-	1	2	1	2	1	3	-	2	-
4.6	2	4	-	2	2	1	-	2	2	1
4.5	2	2	2	3	1	-	2	-	1	3
4.4	3	4	3	6	2	2	7	2	4	5
4.3	5	5	2	6	6	3	3	3	4	1
4.2	6	1	6	4	4	2	5	3	2	3
4.1	3	4	4	1	4	8	2	5	4	4
4.0	1	6	3	2	3	-	2	6	4	4
3.9	5	3	5	3	4	3	4	1	2	3
3.8	3	2	5	3	3	2	2	3	3	3
3.7	1	1	1	4	-	4	2	1	5	2
3.6	2	-	1	-	2	1	3	5	1	3
3.5	3	-	-	-	2	-	-	-	1	2
3.4	-	-	-	-	-	2	-	3	1	-
3.3	-	1	1	-	-	3	-	-	-	1
3.2	-	-	-	-	-	4	-	-	-	1
3.1	-	-	-	1	-	-	1	1	1	-
3.0	1	-	-	-	1	-	-	1	-	-
2.9	-	-	-	-	-	-	-	-	-	-
2.8	-	-	-	-	-	-	-	-	-	-
2.7	-	-	-	-	-	-	-	-	-	-
2.6	-	-	-	-	-	1	-	-	-	-

real difference exists in the responses of different groups, such are very minute. For example, for Goal 18, Mastery of Reading Skills, the mean goal importance score for the respondent groups are:

4.8 - School Staff

4.8 - Parents

4.8 - Board of Education

4.8 - General Public

4.8 - Elected and Appointed Officials

4.8 - Postsecondary Educators

4.7 - Central Staff

4.7 - Business/Industry

4.7 - MSDE Staff

4.5 - Students

The ANOVA applied to these data showed a significant difference at the 0.001 level between the means. In this case, at least two groups differ from each other, but by not more than 0.3. The Analysis Task Force, concluded that such a difference, while statistically significant, does not have much meaning for practical purposes.

Another alternative was sought to meaningfully reduce the data for presentation as the ordinal ranking and ANOVA results did not yield useful information for this purpose. A review of the data revealed that respondent groups vary in the magnitude of the mean scores they assign to a given item, although the items remain relatively positioned as compared with other items. For example, in the case of Goal 23, Knowledge of the Fine Arts Concepts, the mean goal importance score for School Staff and Central Staff was 3.3, the lowest of all their mean goal importance scores, while the mean goal importance score for Business/Industry was 2.6, their lowest such score. The same relationship holds true for Goal 18, Mastery of Reading Skills, which was considered the most important by most respondent groups, yet the group mean goal importance scores varied similarly. In view of these characteristics of the data, the Analysis Task Force decided that, for each respondent group, the goals should be cardinally ranked into several categories of goal importance.

Several procedures were attempted in order to determine the intervals to be used for ranking the goals into several categories. A rigorous application of the procedures could not be applied because the distribution of mean responses did not fit their requirements. Consequently, the task force partitioned the interval, according to the standard deviation of

the distribution of mean responses, into six categories and, then, re-grouped it into five categories wherein, for every category, for each respondent group, the number of goals were almost equal. Accordingly, the scores were classified into five cardinal values representing the intervals Most Important, Next Most Important, Medium Important, Less Important, Least Important (i.e., A through E). Table 9 presents the intervals and frequency of occurrance within each interval for each respondent group. Note that the frequency distributions for each respondent group are quite similar so that the assignment of a level of importance score should be uniform across the respondent groups. Table 10 displays the level of importance score awarded to each specific goal for each respondent group.

When all ten respondent groups reported in Table 10 have the same level of importance score for a specific goal the response pattern is highly consistent. When the level of importance scores vary over two adjacent values there is a dichotomy of opinion with a high level of consistency within the two groupings of respondent groups. Very little can be said about response consistency when the ten respondent groups are awarded three adjacent level of importance scores. However, when four adjacent or all five level of importance scores are awarded to a specific goal it is clear that the response pattern is highly inconsistent. Numerous other combinations might be recited; however, the researcher must apply rules similar to those presented above in performing a consistency analysis.

Table 11 displays the specific goals to which the Category A (i.e., Most Important) level of importance score was awarded to one or more respondent groups:

- All respondent groups agree on the high level of importance of Goals 1, 10, 14 and 18 (i.e., arrive at independent decisions, self-respect, apply knowledge and skills to the solution of real life problems and reading skills, respectively)
- Educators (i.e., School Staff, Central Staff, MSDE Staff and Post-secondary Educators) do not agree with the other respondent groups on the high level of importance of Goal 5, consequences of critical health problems

Table 9: Intervals for Cardinal Ranking of Mean Goal Importance and Frequency of Occurrence for Each Respondent Group

Respondent Group	A Most Important		B Next Most Important		C Medium Important		D Less Important		E Least Important	
	Interval	Freq.	Interval	Freq.	Interval	Freq.	Interval	Freq.	Interval	Freq.
Student	4.6-4.4	7	4.3	5	4.2-4.0	10	3.9-3.8	8	3.7-3.0	7
School Staff	4.8-4.6	8	4.5-4.4	6	4.3-4.1	10	4.0	6	3.9-3.3	7
Central Staff	4.8-4.5	6	4.4-4.3	5	4.2-4.1	10	4.0-3.9	8	3.8-3.3	8
Parents	4.8-4.5	7	4.4	6	4.3-4.2	10	4.1-3.9	6	3.8-3.1	8
Boards of Education	4.8-4.4	8	4.3	6	4.2-4.0	11	3.9-3.8	7	3.7-3.0	5
Business/Industry	4.7-4.2	9	4.1	8	4.0-3.7	9	3.6-3.3	6	3.2-2.6	5
General Public	4.8-4.5	6	4.4	7	4.3-4.1	10	4.0-3.9	6	3.8-3.1	8
Elected and Appointed Officials	4.8-4.3	8	4.2-4.1	8	4.0-3.8	10	3.7-3.6	6	3.5-3.0	5
MSDE Staff	4.7-4.5	5	4.4-4.3	8	4.2-4.0	10	3.9-3.8	5	3.7-3.1	9
Postsecondary Educators	4.8-4.5	5	4.4-4.3	6	4.2-4.0	11	3.9-3.7	8	3.6-3.2	7

- Central Staff, MSDE Staff and Postsecondary Educators are in the minority by not awarding a high level of importance to Goal 16, skills required for employment upon entering the job market.

Less consistency on high level of importance exists for the remaining goals:

- School Staff, Central Staff, Business/Industry, Officials and MSDE Staff agree on Goal 31, concern for others
- School Staff, Boards of Education, Business/Industry and Postsecondary Educators agree on Goal 28, listening to the ideas of others
- Only Parents and Boards of Education are very concerned about Goal 21, desire for continued learning
- Only School Staff and Central Staff are very concerned about Goal 30, personal value system
- Officials stand alone with their concern about Goal 24, pros and cons of issues
- Only Business/Industry is very concerned about Goal 25, sound personal health habits
- Only Students consider Goal 29, personal, physical and mental health, to be Most Important.

In contrast to Table 11, Table 12 presents the specific goals to which the Category E (i.e., Least Important) level of importance score was awarded to one or more respondent groups:

- All respondent groups agree on the low level of importance of Goals 2 and 23 (i.e., family functioning under different family patterns and fine arts concepts, respectively)
- With the exception of Students and Business/Industry, all other respondent groups agree on the low level of importance of Goal 19, child development and care
- Boards of Education, Officials and Postsecondary Educators do not agree with the other respondent groups on the low level of importance of Goal 15, scientific concepts
- Central Staff, Boards of Education, Business/Industry and Postsecondary Educators do not award a low level of importance to Goal 22, computational skills

Table 10: Level of Importance Scores Assigned to Each Specific Goal for Each Respondent Group*

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
1. Ability to arrive at independent decisions	A	A	A	A	A	A	A	A	A	A
2. Understanding of how members of a family function under different family patterns	E	E	E	E	E	E	E	E	E	E
3. Knowledge of language concepts	E	C	C	E	C	E	E	C	D	C
4. Knowledge of social studies concepts	E	D	D	E	D	E	E	D	E	D
5. Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards)	A	B	B	A	A	A	A	A	B	C
6. Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice	C	E	E	B	B	B	C	C	E	C
7. Knowledge of environmental sciences	D	D	E	D	D	D	D	D	D	D
8. Knowledge of mathematical concepts	C	C	D	C	C	C	D	C	D	C
9. Concern for the use and abuse of environmental resources	C	C	C	C	C	C	C	C	C	C
10. Development of self-respect	A	A	A	A	A	A	A	A	A	A
11. Ability to use leisure time in constructive activities	D	C	D	D	E	D	D	D	D	E
12. Ability to use leisure time in a personnaly satisfying manner	D	C	D	D	E	D	D	E	E	E
13. Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest)	D	C	C	D	C	C	D	C	C	C
14. Ability to apply knowledge and skills to the solution of real life problems	A	A	A	A	A	A	A	A	A	A
15. Knowledge of scientific concepts	E	E	E	E	D	E	E	D	E	D

16.	Skills required for employment in their selected occupations by students planning to enter the job market	A	A	B	A	A	A	A	A	B	B
17.	Knowledge of varied resources for independent study	D	D	D	D	D	D	D	D	C	C
18.	Mastery of reading skills	A	A	A	A	A	A	A	A	A	A
19.	Knowledge of child development and skill in child care	D	E	E	E	E	D	E	E	E	E
20.	Skills for managing personal and family finances	C	D	C	D	C	B	C	C	C	E
21.	Development of desire for continued learning	C	B	C	A	A	B	B	B	C	B
22.	Mastery of computational skills	E	E	D	E	D	D	E	E	E	D
23.	Knowledge of the fine arts concepts	E	E	E	E	E	E	E	E	E	E
24.	Ability to understand the pros and cons of issues	C	C	C	C	B	B	C	A	B	B
25.	Ability to practice sound personal health habits	C	B	B	B	B	A	B	B	B	D
26.	Understanding of the concern for problems of society (such as community improvements, crime prevention)	B	B	B	C	C	B	B	B	B	C
27.	Mastery of mechanical skills of writing	E	E	E	E	D	C	E	D	E	D
28.	Mastery of skills in listening to comprehend the ideas of others	C	A	B	B	A	A	B	B	B	A
29.	Knowledge of personal, physical and mental health	A	C	C	C	C	C	C	C	C	D
30.	Ability to develop a personal value system	C	A	A	B	C	B	B	B	B	C
31.	Development of concern for others	B	A	A	B	B	A	B	A	A	C
32.	Ability to effectively plan the use of time	D	B	C	C	C	B	C	B	C	C
33.	Ability to study independently	B	B	C	B	B	C	B	B	C	B
34.	Knowledge of job requirements of major occupational fields	B	D	E	C	D	C	C	C	D	E
35.	Mastery of skills in oral expression	C	C	C	C	B	B	C	B	B	B
36.	Mastery of skills in the written expression of ones views and those of others	D	C	D	C	C	C	C	C	C	B
37.	Knowledge of the educational preparation required for major occupational field	B	D	D	C	C	C	C	C	C	D

*The level of Importance scores are defined, from Table 9, as follows: A = Most Important; B = Next Most Important; C = Medium Important; D = Less Important; E = Least Important.

Table 11: Specific Goals to Which the MOST IMPORTANT Level of Importance Score Was Awarded by One or More Respondent Groups

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt., Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
1. Ability to arrive at independent decisions	X	X	X	X	X	X	X	X	X	X
5. Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards)	X			X	X	X	X	X		
10. Development of self-respect	X	X	X	X	X	X	X	X	X	X
14. Ability to apply knowledge and skills to the solution of real life problems	X	X	X	X	X	X	X	X	X	X
16. Skills required for employment in their selected occupations by students planning to enter the job market	X	X		X	X	X	X	X		
18. Mastery of reading skills	X	X	X	X	X	X	X	X	X	X
21. Development of desire for continued learning				X	X					
24. Ability to understand the pros and cons of issues								X		
25. Ability to practice sound personal health habits						X				
28. Mastery of skills in listening to comprehend the ideas of others		X			X	X				X
29. Knowledge of personal, physical and mental health	X									
30. Ability to develop a personal value system		X	X							
31. Development of concern for others		X	X			X		X	X	

Table 12: Specific Goals to Which the LEAST IMPORTANT Level of Importance Score Was Awarded by One or More Respondent Groups

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
2. Understanding of how members of a family function under different family patterns	X	X	X	X	X	X	X	X	X	X
3. Knowledge of language concepts	X			X		X	X			
4. Knowledge of social studies concepts	X			X		X	X		X	
6. Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice		X	X						X	
7. Knowledge of environmental sciences			X							
11. Ability to use leisure time in constructive activities					X					X
12. Ability to use leisure time in a personally satisfying manner					X			X	X	X
15. Knowledge of scientific concepts	X	X	X	X		X	X		X	
19. Knowledge of child development and skill in child care		X	X	X	X		X	X	X	X
20. Skills for managing personal and family finances										X
22. Mastery of computational skills	X	X		X			X	X	X	
23. Knowledge of fine arts concepts	X	X	X	X	X	X	X	X	X	X
27. Mastery of mechanical skills of writing	X	X	X	X			X		X	
34. Knowledge of job requirements of major occupational fields			X							X

- Boards of Education, Business/Industry, Officials and Postsecondary Educators do not rate Goal 27, mechanical skills of writing, with a low level of importance as do the other respondent groups

Less agreement on low level of importance exists for the remaining goals:

- Students, Parents, Business/Industry, General Public and MSDE Staff agree on Goal 4, social studies concepts
- Students, Parents, Business/Industry and General Public agree on Goal 3, language concepts
- Boards of Education, Officials, MSDE Staff and Postsecondary Educators agree on Goal 12, use leisure time in a personally satisfying manner
- School Staff, Central Staff and MSDE Staff award a low level of importance to Goal 6, qualifications for acceptance into college of choice
- Only Boards of Education and Postsecondary Educators have little concern for Goal 11, use leisure time in constructive activities
- Central Staff and Postsecondary Educators award a low level of importance to Goal 34, job requirements of major occupations
- Central Staff stands alone in its low level of importance rating of Goal 7, environmental sciences
- Only Postsecondary Educators consider Goal 20, managing personal and family finances, as having a low level of importance.

A point of some interest is that no specific goal was awarded both a Category A, Most Important, and a Category E, Least Important, rating. Thus, while respondent groups may disagree to a considerable extent on the importance level of a goal, none are absolutely opposed. Only five goals (i.e., Goal Nos. 6, 20, 25, 29 and 34) were awarded a rating over four levels of importance, either Categories A through D or Categories B through E. For example, Goals 5 and 25, which relate to health education, are considered to be Most Important by Business/Industry, whereas Postsecondary Educators consider these goals to be Medium Important and Less Important, respectively. Similarly, these two respondent groups differ over Goal 20,

managing personal and family finances. Students consider Goals 29, 34 and 37 (personal, physical and mental health, job requirements for major occupational fields, and educational preparation required for major occupational fields, respectively) as either Most Important or Next Most Important. In contrast to this, Postsecondary Educators consider these goals to be either Less Important or Least Important.

PERCEIVED EXTENT OF GOAL ATTAINMENT

Perceived extent of goal attainment was asked of each respondent in order to obtain a measure of goal-gap, thus, criticality of needs. Appendix Table A.2 exhibits goal attainment data similar to the goal importance data contained in Appendix Table A.1. Table 7 displays the mean perceived extent of goal attainment response for each respondent group for each of the 37 specific goals, taken from Appendix Table A.2.

This data is less consistent across respondent groups than was goal importance. The average of the mean responses vary 0.7, from 2.6 to 3.3:

- Students were the only respondent group who felt that on the average attainment was somewhat greater than moderate (i.e., 3.3>3.0)
- Both the Parents and General Public respondent groups felt that on the average attainment was moderate (i.e., 3.0)
- All the other respondent groups felt that attainment was somewhat less than moderate (i.e., 2.5 ..., 2.9<3.0), with the Boards of Education rating attainment the highest of the group, School Staff the next highest and Business/Industry the lowest.

On the average, the mean group response for each goal varies approximately 0.9 over all groups, with Goals 19 and 23 (i.e., child development and child care, and fine arts concepts, respectively) varying the least at 0.5 and Goals 8 and 18 (i.e., mathematical concepts and reading skills, respectively) varying the most at 1.2. In general:

- Students rated each goal with the highest attainment
- Business/Industry rated each goal with the lowest attainment.

PERCEIVED CRITICAL NEEDS AND SUCCESSFUL GOAL ATTAINMENT

In order to set priorities, it is necessary to have some index of the importance of each need in terms of the value society places upon eliminating or at least reducing it (Swergert, 1969). The Needs Assessment study extended this concept to include extent of attainment so that goals which were held to be important could be categorized into critical needs or successful programs. Table 13 exhibits the categories assigned to each goal by each respondent group through the use of Equation (4). The following definitions, introduced earlier, were used in Table 13:

C ≡ Critical Need;

S ≡ Successful Program;

L ≡ Low Level Need;

U ≡ Low Level Successful Program.

CRITICAL NEEDS

Critical needs have been defined to be goals which were assigned a more than average level of importance and a less than (or equal to) a [illegible] level of perceived attainment simultaneously. Table 14 presents those goals to which one or more respondent groups assigned a critical need, as extracted from Table 13. The following goals were awarded a critical need with a high rate of consistency:

- Develop a personal value system, with all respondent groups in agreement
- Solution of real life problems, with only Students disagreeing
- Pros and cons of issues, with only Elected and Appointed Officials disagreeing
- Concern for others, with only Students dissenting
- Listening to comprehend the ideas of others, with Students and General Public in dissent.

Still other goals, to which at least five varying respondent groups assigned a critical need are:

- Skills required for employment in the job market
- Desire for continued learning
- Understanding of and concern for problems of society

- Effectively plan the use of time
- Study independently
- Oral expression
- Self-respect.

Special interest groups have likewise assigned a level of criticality in accordance with their own perceived needs. These are:

- Arrive at independent decisions, Business/Industry, MSDE Staff and Postsecondary Educators
- Opposing value systems, Central Staff, MSDE Staff and Postsecondary Educators
- Managing personal and family finances, Students, Business/Industry and General Public*
- Reading skills, Boards of Education and Business/Industry
- Written expression of views, Boards of Education and Postsecondary Educators
- Language concepts, Postsecondary Eudcators
- Use and abuse of environmental resources, Students
- Job requirements of major occupational fields, Students
- Educational preparation required for major occupational fields, Students.

An important point to bear in mind while reviewing importance of goals and critical needs is that many respondents did not rate a goal important, thus, possibly critical, simply because they might not have perceived the goal to be one for the educational system. For example, Goal 19, child development and child care, and Goal 25, practice sound personal health habits, are certainly vital learning goals if the human race and society are to persevere. However, many groups, both religious and ethnic, might hold the opinion that these are family educational goals and not those of the educational system.

*General Public is not a special interest group, but rather the expression of the opinion of the general citizenry.

Table 13: Categorization of Levels of Need and of Successful Program by Each Respondent Group for Each Goal

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
1. Ability to arrive at independent decisions	S	S	S	S	S	C	S	S	C	C
2. Understanding of how members of a family function under different family patterns	L	L	L	L	U	L	L	L	L	L
3. Knowledge of language concepts	U	S	U	L	L	L	L	U	U	C
4. Knowledge of social studies concepts	U	U	U	U	U	U	U	U	U	U
5. Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards)	S	S	S	S	S	S	S	S	S	S
6. Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice	S	U	U	S	S	S	S	U	U	U
7. Knowledge of environmental sciences	L	U	U	U	U	L	U	U	L	U
8. Knowledge of mathematical concepts	S	U	U	S	S	U	U	U	U	U
9. Concern for the use and abuse of environmental resources	C	S	L	U	L	U	S	U	L	U
10. Development of self-respect	S	S	C	S	C	S	S	C	C	C
11. Ability to use leisure time in constructive activities	L	L	L	L	L	L	L	L	L	L
12. Ability to use leisure time in a personally satisfying manner	L	L	L	L	L	U	L	L	L	L
13. Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest)	L	L	C	L	L	L	L	L	C	C
14. Ability to apply knowledge and skills to the solution of real life problems	S	C	C	C	C	C	C	C	C	C
15. Knowledge of scientific concepts	L	U	U	U	U	U	U	U	U	U

16.	Skills required for employment in their selected occupation by students planning to enter the job market	S	C	C	C	C	C	S	C	C	S
17.	Knowledge of varied resources for independent study	L	L	L	L	U	L	L	L	L	L
18.	Mastery of reading skills	S	S	S	S	C	C	S	S	S	S
19.	Knowledge of child development and skill in child care	L	L	L	L	L	L	L	L	L	L
20.	Skills for managing personal and family finances	C	L	L	L	L	C	C	L	L	L
21.	Development of desire for continued learning	C	C	C	C	C	C	S	S	L	C
22.	Mastery of computational skills	L	U	U	L	L	L	L	U	U	U
23.	Knowledge of fine arts concepts	L	L	L	L	L	L	L	L	L	L
24.	Ability to understand the pros and cons of issues	C	C	C	C	C	C	C	S	C	C
25.	Ability to practice sound personal health habits	S	S	S	S	S	S	S	S	S	U
26.	Understanding of and concern for problems of society (such as community improvements, crime prevention)	C	C	C	C	L	S	C	C	C	S
27.	Mastery of mechanical skills of writing	L	U	L	L	L	L	L	L	L	L
28.	Mastery of skills in listening to comprehend the ideas of others	S	C	C	C	C	C	S	C	C	C
29.	Knowledge of personal, physical and mental health	S	S	S	S	U	S	S	U	U	U
30.	Ability to develop a personal value system	C	C	C	C	C	C	C	C	C	C
31.	Development of concern for others	S	C	C	C	C	C	C	C	C	C
32.	Ability to effectively plan the use of time	L	C	C	C	C	C	C	C	L	L
33.	Ability to study independently	S	C	L	C	C	C	S	C	C	C
34.	Knowledge of job requirements of major occupational fields	C	L	L	L	L	L	L	L	L	L
35.	Mastery of skills in oral expression	L	S	S	C	C	C	C	C	S	C
36.	Mastery of skills in the written expression of ones views and those of others	L	L	L	L	C	L	L	L	L	C
37.	Knowledge of the educational preparation required for major occupational field	C	L	U	L	U	S	S	U	L	U

Table 14: Goals to Which One or More Respondent Groups Assigned a Critical Need

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
1. Ability to arrive at independent decisions						X			X	X
3. Knowledge of language concepts										X
9. Concern for the use and abuse of environmental resources	X									
10. Development of self-respect			X		X			X	X	X
13. Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest)			X						X	X
14. Ability to apply knowledge and skills to the solution of real life problems		X	X	X	X	X	X	X	X	X
16. Skills required for employment in their selected occupations by students planning to enter the job market		X	X	X	X	X		X	X	
18. Mastery of reading skills					X	X				
20. Skills for managing personal and family finances	X					X	X			
21. Development of desire for continued learning	X	X	X	X	X	X				X
24. Ability to understand the pros and cons of issues	X	X	X	X	X	X	X		X	X
26. Understanding of the concern for problems of society (such as community improvements, crime prevention)	X	X	X	X			X	X	X	
28. Mastery of skills in listening to comprehend the ideas of others		X	X	X	X	X		X	X	X
30. Ability to develop a personal value system	X	X	X	X	X	X	X	X	X	X
31. Development of concern for others		X	X	X	X	X	X	X	X	X
32. Ability to effectively plan the use of time		X	X	X	X	X	X	X		
33. Ability to study independently		X		X	X	X		X	X	X

34. Knowledge of job requirements of major occupational fields										
35. Mastery of skills in oral expression				X	X	X	X	X		X
36. Mastery of skills in the written expression of ones views and those of others					X					X
37. Knowledge of the educational preparation required for major occupational field	X									

SUCCESSFUL GOAL ATTAINMENT

Successful goal attainment has been defined to be a goal which was assigned a more than average level of importance and a more than average level of perceived attainment simultaneously. Table 15 presents those to which at least one or more respondent groups assigned a successful goal attainment, as extracted from Table 13. The following goals were awarded a successful goal attainment with a high rate of consistency:

- Personal and social consequences of critical health problems, with all respondent groups in agreement
- Practice sound personal health habits, with Postsecondary Educators disagreeing
- Reading skills, with Boards of Education and Business/Industry rating this goal as a critical need.

Still other goals, of which at least five varying respondent groups held the opinion that the goal was successfully attained are:

- Arrive at independent decisions (with the dissenters, General Public and Elected and Appointed Officials, rating it as a critical need
- Personal, physical and mental health
- Qualifications for acceptance into the college of their choice
- Self-respect (with the dissenters, Central Staff, Boards of Education, Elected and Appointed Officials, MSDE Staff and Postsecondary Educators, rating it as a critical need).

Special interest groups have also considered certain goals as successfully attained. These are:

- Mathematical concepts, Students, Parents and Boards of Education
- Skills required for employment in the job market, Students, General Public* and Postsecondary Educators
- Skills in oral expression, School Staff, Central Staff and MSDE Staff

*General Public is not a special interest group, but rather the expression of the opinion of the general citizenry.

- Use and abuse of environmental resources, School Staff and General Public*
- Desire for continued learning, General Public* and Elected and Appointed Officials
- Understanding of and concern for problems of society, Business/Industry and Postsecondary Educators
- Listening to comprehend the ideas of others, Students and Business/Industry
- Study independently, Students and General Public*
- Educational preparation required for major occupational fields, Business/Industry and General Public*
- Language concepts, School Staff
- Solution of real life problems, Students
- Pros and cons of issues, Elected and Appointed Officials
- Concern for others, Students.

The 13 goals, above, should not be considered to have a broad representation of successful goal attainment from the respondent groups. Five of these goals were also rated by other respondent groups as a critical need; one was rated as either a successful attainment or a low level attainment; seven were a mixture of three or all four possible ratings. Since the difference between a critical need and a successful attainment is the value of the mean perceived extent of goal attainment, from Equation (4), these dual rated goals may have been the result of a borderline value; thus, the actual rating might have gone either way.

The point made earlier concerning the probable perceptions of respondents as to the difference between a socio-educational goal and a goal of the educational system continues to hold true. This may be another reason for the variety of ratings given to a single goal.

*General Public is not a special interest group, but rather the expression of the opinion of the general citizenry.

Table 15: Goals to Which One or More Respondent Groups Assigned a Successful Goal Attainment

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
1. Ability to arrive at independent decisions	X	X	X	X	X		X	X		
3. Knowledge of language concepts		X								
5. Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards)	X	X	X	X	X	X	X	X	X	X
6. Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice	X			X	X	X	X			
8. Knowledge of mathematical concepts	X			X	X					
9. Concern for the use and abuse of environmental resources		X					X			
10. Development of self-respect	X	X		X		X	X			
14. Ability to apply knowledge and skills to the solution of real life problems	X									
16. Skills required for employment in their selected occupations by students planning to enter the job market	X						X			X
18. Mastery of reading skills	X	X	X	X			X	X	X	X
21. Development of desire for continued learning							X	X		
24. Ability to understand the pros and cons of issues								X		
25. Ability to practice sound personal health habits	X	X	X	X	X	X	X	X	X	
26. Understanding of the concern for problems of society (such as community improvements, crime prevention)						X				X
28. Mastery of skills in listening to comprehend the ideas of others	X						X			
29. Knowledge of personal, physical and mental health	X	X	X	X		X	X			

31.	Development of concern for others	X											
33.	Ability to study independently	X							X				
35.	Mastery of skills in oral expression		X	X							X		
37.	Knowledge of the educational preparation required for major occupational field						X	X					

MEASURED ACHIEVEMENT IN RELATION TO PERCEIVED ATTAINMENT

Some interest exists as to whether public perceptions of the extent of goal attainment are an indicator of actual student achievement. If indeed public perceptions are a good indicator, then something might be said for polling public opinion along with standardized testing. If, instead, this is not the case and it is assumed that standardized tests truly measure achievement, then a program to establish such communication should be initiated by the LEA.

The Needs Assessment study is concerned with criticality at the State level. The data collected by the Fieldwork Task Force was reduced according to the analysis plan, yielding percentile rank scores of the mean for the State and for each LEA involved for the five areas tested by the Iowa Test of Basic Skills (ITBS): Vocabulary; Reading; Language; Work Study; Mathematics. Table 16 presents the State subtest score percentile rank for each of the five subtests, with standard deviation obtained from Equations (1) and (2), and maximum and minimum LEA subtest score percentile ranks. The number of students who took the test, by grade, indicates the suitability of these scores from 19 LEA's to represent the average student at the State level, between 3rd and 9th grade. Clearly, the LEA subtest score range is large. The standard deviation, more than twice the percentile rank of the mean in value, substantiates the variability in LEA-wide score for each of these subtests.

Two standardized tests given in the 9th, 10th and 11th grades were selected as a backup to the ITBS results displayed in Table 16: Iowa Test of Educational Development (ITED); Test of Academic Progress (TAP). The ITED data are presented in Table 17. Note that in this case the subtest percentile rank of the mean is very close to the national mean percentile rank of 50 for five of the seven subtests reported; the Reading Literature and Use of Sources subtests are approximately 16 and 11 percentile ranks below the national average, respectively. The LEA subtest score range is not excessive and the standard deviation is quite small in relation to those obtained with the ITBS. However, this test cannot be used as an indicator of the students of Maryland for several reasons: the number of

SUPPLEMENT: A Study to Validate Goals for Public Education and to Assess Educational Needs in the State of Maryland. Automation Industries Inc., Vitro Laboratories Division, Silver Spring, Maryland 20910, October 31, 1972.

The Statewide scores provided in Table 16 on page 65, and in Table 18 on page 68 were calculated on the basis of the total number of students actually tested all over the State. Since the proportion of students tested in some school systems varies from others, the calculation procedure followed provides an imbalance in the estimate of State scores. For example, a school system in which ITBS is administered in seven grades (three through nine) would contribute more to the estimated State scores than those systems which administered the test to three grades only. In order to provide a relatively balanced estimate of the State scores, an assumption was made that the average LEA scores (percentile ranks or Z scores) are the scores of every student enrolled in grades three through nine in each LEA. (It may be noted that ITBS is given only in grades three through nine; and for each grade for which students are tested, almost all students enrolled in that grade throughout the system took the test.) The procedure to calculate a balanced estimate of the State scores was as follows:

1. Multiply the subtest Z scores of the respective LEA by the total number of students enrolled in grades three through nine in that LEA.
2. Repeat No. 1 for each LEA.
3. Sum the multiplication products for all LEA's.
4. Divide the sum attained through No. 3 by the total number of students enrolled in grades three through nine all over the State. The product will be the State Z score.
5. Convert the State Z score to percentile rank.
6. Repeat for all subtests.

The Statewide scores obtained by following the procedure described above are given in Table 16 A.

Table 16 A

State Level Estimates of Student Achievement
from the Iowa Test of Basic Skills

STATE PERCENTILE RANKS	Iowa Test of Basic Skills (ITBS) Subtests				
	Vocabulary	Reading	Language	Work Study	Mathematics
	42	38	49	48	44

Table 16: State Level Estimates of Student Achievement from the Iowa Test of Basic Skills.

Subtest Score Data	Iowa Test of Basic Skills (ITBS) Subtests (Percentile Rank)				
	Vocabulary	Reading	Language	Work Study	Mathematics
Mean Subtest Score	35	32	41	40	36
Standard Deviation	23	22	25	26	25
Subtest Score Range: Maximum	75	66	74	80	74
Minimum	12	10	14	12	11
Grade	Number of Students Taking Tests				
3rd	45,539	45,503	45,356	45,267	45,142
4th	27,144	27,146	27,034	26,991	26,930
5th	56,221	56,577	56,465	56,349	56,355
6th	39,315	39,309	39,199	39,206	39,175
7th	45,175	45,169	32,835	32,821	32,631
8th	37,976	37,985	37,781	37,739	37,765
9th	10,646	10,635	10,426	10,357	10,340
Total	262,016	262,324	249,096	248,730	248,338

students involved is small; the LEA's using this test are not distributed over region or population density; when a large LEA did not employ two of the subtests (i.e., Reading Literature and Use of Sources) the mean score percentile rank fell significantly to the approximate center of the range.

The TAP data are displayed in Table 18. Again, the results of this test, as with the ITED, cannot be used as an indicator of the students of Maryland: there is too little consistency between the results of the TAP, ITED and ITBS; the ranges vary somewhere between those for the ITBS and those for the ITED, as does the standard deviation; even less students took the TAP than the ITED. On the other hand, there is some possibility of a

Table 17: State Level Estimates of Student Achievement from the Iowa Test of Educational Development.

Subtest Score Data	Iowa Test of Educational Development (ITED) Subtests (Percentile Rank)						
	Social Studies	Natural Sciences	Correctness and Appropriateness of Expression	Quantitative Thinking	Reading Literature	General Vocabulary	Use of Sources
Mean Subtest Score	49	48	50	47	34	46	39
Standard Deviation	7	11	10	8	8	10	3
Subtest Score Range: Maximum	53	53	54	57	48	54	42
Minimum	30	16	16	24	22	29	33
Grade	Number of Students Taking Tests						
9th	12,806	12,806	12,806	12,806	1,837	1,837	1,837
10th	5,731	1,065	845	5,731	1,065	5,731	845
11th	9,547	9,547	9,547	9,547	1,384	1,384	1,384
Total	28,084	23,418	23,198	28,084	4,286	8,952	4,066

relatively normal distribution of test results across those LEA's using the TAP, as the subtest score percentile rank of the mean is at the approximate center of the interval between the maximum and minimum subtest score percentile ranks.

The ITBS test results were selected to represent the average Maryland student having completed the first nine grades. Table 19 presents this data (taken from Table 16) and the associated specific goals, with the mean responses to these goals from the General Public respondent group (taken from Table 7). The General Public was chosen as they represent the general citizenry of Maryland. In the case of the Mathematics subtest, where more than one specified goal is associated, Table 19 contains a composite score

Table 18: State Level Estimates of Student Achievement from the Test of Academic Progress

Subtest Score Data	Test of Academic Progress (TAP) Subtests					
	Social Studies	Composition	Science	Reading	Mathematics	Literature
Mean Subtest Score	48	39	51	40	55	42
Standard Deviation	12	7	14	17	18	14
Subtest Score Range:						
Maximum	63	52	68	59	71	57
Minimum	29	29	36	23	33	29
Grade	Number of Students Taking Test					
9th	15,266	15,277	15,312	15,321	15,311	15,306
10th	1,139	1,139	1,139	1,139	1,139	1,139
11th	5,010	5,010	5,010	5,010	5,010	5,010
Total	21,415	21,426	21,461	21,470	21,460	21,455

(i.e., a simple average) for perceived attainment. Likewise, a similar composite for goal importance was obtained.

Table 19 also contains a conversion of the State level ITBS percentile rank score to a five-point scale score so that the achievement data could be compared with the mean extent of goal attainment data as perceived by the General Public. In order to obtain this coversion from percentile rank to scale score an assumption was made that the middle 39 percent of the nation's students were in the range of "Moderately Attained", 24 percent of the nation's students on either side of the middle 39 percent were in the range "[Barely Attained]" and "[Quite Well Attained]", respectively, and the remaining scudents at either end were in the range of "Not at all Attained" and "Attained to a Great Degree", respectively. Thus, the scale scores are obtained from the relationships presented in Table 20. Since the distribution of percentile scores are uniform and the five-point scale was defined to be uniform (i.e., the five points were defined to be equally spaced) a linear relationship established the converted scale score to the nearest

Table 19: Iowa Test of Basic Skills (ITBS) State-Level Subtest Scores with Mean Response of General Public to Importance and Perceived Extent of Attainment of Associated Specific Goals

ITBS Subtest	State-Level Subtest Scores		Associated Specific Goal	Mean Response of General Public to Goal			
	Percentile Rank	Score on a 5-Point Scale		Importance	Attainment	Importance Composite	Attainment Composite
Vocabulary	35	2.7	None	-	-		
Reading	32	2.6	18. Mastery of reading skills	4.8	3.3		
Language (Spelling, Capitalization, Punctuation, Usage)	41	2.9	27. Mastery of mechanical skills of writing	3.7	3.0		
Work Study (Map Reading, Reading Graphs and Tables, Use of Reference Materials)	40	2.9	4. Knowledge of social studies	3.8	3.2		
Mathematics (Concepts, Problem Solving)	36	2.8	8. Knowledge of mathematical concepts	4.0	3.4	3.8	3.2
			22. Mastery of computational skills	3.6	2.9		

Table 20: Relationship Between Perceived Attainment on a Five-Point Scale and Percentile Rank of the Mean

Perceived Attainment		Associated Range of Subtest Percentile Scores
Rating Categories	Rating Scores	
Not at all Attained	1	0-6
[Barely Attained]	2	7-30
Moderately Attained	3	31-69
[Quite Well Attained]	4	70-93
Attained to a Great Degree	5	94-100

tenth of a value. From Table 19, it is seen that the General Public's perceptions of goal attainment, for the four ITBS subtests, are higher than the converted scale scores by approximately 0.4 on the average. The pattern of differences, however, lead to the suspicion that these perceptions may be a poor indicator of actual student achievement. Applying the Pearson product-moment coefficient of correlation to the data in Table 19 yields the value $r_{xy} = -0.73$, which indicates that the General Public most probably has a quite poor perception of actual achievement. As with the General Public, the product-moment coefficient of correlation for the special interest groups Students and Parents are -0.63 and -0.65, respectively. As might be expected of other special interest groups, the product-moment coefficient of correlation for Boards of Education, Business/Industry, MSDE Staff and Post-secondary Educators is +0.11, 0.00, 0.00 and -0.18, respectively; perceptions are neither accurate nor poor. School Staff has a coefficient of correlation equal to +0.47, which indicates a fair perception as would be expected. The Central Staff has a coefficient of correlation equal to -0.39, which indicates a somewhat poor perception, a result not at all expected. The reader is cautioned that with only four data points the significance of the correlation coefficient is quite low; however, the results do suggest that the program evaluator place greater reliability

on the perceptions of the School Staff and much less on those of other special interest respondent groups on student achievement.

Using the General Public's mean goal importance as displayed in the fifth column of Table 19 (seventh column for the composite score), their mean overall goal importance of 4.1 from Table 7 and the converted percentile-to-scale score from Table 19, equation (4) yields the new Criticality Scores: reading - C; mechanical skills of writing - U; social studies - U; mathematics - L. Since it has been shown that the General Public probably has a poor perception of actual achievement, the Criticality Scores would naturally vary somewhat from the General Public scores of S, L, U and a composite of U and L, respectively.

PERCEIVED SCHOOL PROCESSES

Students, parents, teachers, administrators, specialists, central office personnel and members of the LEA Boards of Education were asked their opinions concerning school processes. With the exception of the parents the respondents all have a first hand knowledge of all or most of the 50 specified processes. Parents were considered to have a second-hand knowledge through their children, thus, only 28 specific processes, prone to this level of knowledge, were asked of them. The questions were presented in the semantic differential mode; an incomplete statement followed by five points equally spaced over an interval, with two opposed words or phrases completing the statement, one associated with each of the end points.

Appendix Table A.3 displays the school processes data in the same fashion as the goals data in Appendix Tables A.1 and A.2.* Table 21 presents the mean response for each respondent group for each of the 50 school processes, taken from Appendix Table A.3. On the average, the mean group

*With the exception of School Processes 44 and 45 (i.e., student opinions are considered in making school policy and students have a say in what is taught, respectively), where the ANOVA shows that there is no significant difference between the respondent groups, the results of the F-test is always significant at the 0.001 level. Results of the F-tests and of the T-tests between pairs of respondent groups may be seen in Hershkowitz (1972).

response for each school process varies approximately 0.6 over all groups, with School Processes 4, 44 and 45 (i.e., curriculum for students continuing their education beyond high school, students opinions considered in making school policy and students have a say in what is taught) varying the least at 0.2, 0.2 and 0.0, respectively, and School Processes 8, 22 and 35 (i.e., curriculum for students entering the job market, services provided by counselors and text books used in the school) varying the most at 1.0, 1.2 and 1.3, respectively.

Most school processes evoked mean group responses clustering about the center of the response interval (i.e., 3.0). Of the 50 specific processes nine showed some general inclination toward the end points, clustering in the neighborhood of either 2.0 or 4.0. Those School Processes inclining toward the lower value (i.e., 2.0) were:

- 4, curriculum for students continuing their education beyond high school - satisfactory
- 21, homework assignments - reasonable
- 27, subject matter knowledge of teachers - up to date
- 30, teachers are free to try new ideas - always
- 40, supervisors have a say in selecting course content - always
- 50, instructional materials other than text books are used in the classroom - always.

Those School Processes inclining toward the higher value (i.e., 4.0) were:

- 17, intruders pose a threat to student safety - rarely
- 45, students have a say in what is taught - never
- 46, teachers feel physically threatened by students - never

In three cases there is sufficient difference between the mean group responses as to be directly observable:

- 9, students using narcotics in the school - Students and Parents inclined toward many, School Staff inclined toward none, and Central Staff and Boards of Education inclined toward the center
- 16, effect of the school's rules and regulations on the student - Students inclined toward restricting, Central Staff inclined toward

Table 21: Mean Response for Each Respondent Group for Each Specified School Process*

School Processes	Students	School Staff	Central Staff	Parents	Boards of Education
1. Students are given free time during the day (always...never).	3.3	2.9	3.0	2.6	2.5
2. The concerns of the community are reflected in decisions which affect the school (often... seldom).	3.0	2.5	2.5	2.6	2.4
3. Services provided by the nurses in the school are (sufficient...insufficient).	3.0	3.2	3.6	2.8	3.2
4. The curriculum in the school for students planning to continue their education beyond high school graduation is (satisfactory...unsatisfactory).	2.0	2.0	2.0	2.2	2.1
5. Discipline problems on the way to and from the school are (serious...not serious).	3.4	3.2	2.9	2.9	3.4
6. Extra curricular student activities arranged by the school are (sufficient...insufficient).	2.3	2.6	2.7	2.3	2.2
7. Space alloted for instruction is (sufficient...insufficient).	2.4	2.6	2.7	2.5	2.3
8. The curriculum in the school for students planning to enter the job market is (satisfactory... unsatisfactory).	2.4	3.2	3.4	2.8	3.0
9. The number of students using narcotics in the school is (many...none).	2.6	3.5	3.1	2.5	3.2
10. Racial relations in the school are (satisfactory...not satisfactory).	2.4	2.5	3.1	2.6	2.8
11. The emphasis placed on the social development of the student is (satisfactory... unsatisfactory).	2.7	2.6	3.1	2.7	2.6
12. Information received by parents about student's progress is (meaningful...not meaningful).	2.5	2.5	3.1	2.4	2.6
13. Methods of individualized instruction (such as independent work, research reports) are used (frequently...infrequently).	2.6	2.6	3.1	2.8	2.7
14. In their relationship with each other, individuals in the school show (respect...disrespect).	2.7	3.0	3.0	2.8	2.9
15. Teachers make students think (often...seldom).	2.3	2.5	3.2	2.6	2.9
16. Effect of the school's rules and regulations on students is (restricting...not restricting).	2.6	3.4	3.2	3.4	3.5
17. Intruders pose a threat to student safety (often...rarely).	3.9	4.0	3.4	3.5	3.8

18.	The community is informed about educational programs by the school (often...seldom).	2.8	2.2	2.7	2.6	2.5
19.	The school library regulations on student use of the library facilities are (restricting... nonrestricting).	2.9	3.6	3.2	3.4	3.4
20.	The relationships between students and teachers are (personal...impersonal).	3.3	2.5	3.0	3.0	2.9
21.	Homework assignments are (reasonable...unreasonable).	2.3	1.7	2.6	1.9	1.9
22.	Services provided by the counselors in the school are (sufficient...insufficient).	2.4	3.2	3.6	2.8	3.6
23.	Discipline problems in the school are (serious...not serious).	3.0	2.9	2.5	2.7	3.0
24.	Existing class scheduling in the school is (satisfactory...unsatisfactory).	2.3	2.6	3.0	2.2	2.8
25.	Services provided by the social workers in the school are (sufficient...insufficient).	2.9	3.6	3.6	2.9	3.3
26.	The school provides for the varied interests and experience levels of the students (always... never).	2.8	2.7	3.1	2.7	2.9
27.	The subject matter knowledge of teachers is (up to date...out of date).	2.2	1.9	2.5	2.2	2.4
28.	Services provided by the psychologists in the school are (sufficient...insufficient).	3.5	3.8	3.9	3.4	3.5
29.	The emphasis on learning facts is (too much...too little).	2.6	2.8	2.6		3.0
30.	Teachers are free to try new ideas in the school (always...never).	2.5	2.0	2.3		2.1
31.	Main objectives of lessons are made clear (always...never).	2.6	2.3	3.0		2.9
32.	Students are encouraged to work together (always...never).	2.8	2.2	2.7		2.3
33.	Teachers' explanations are (clear...unclear).	2.6	2.2	2.8		2.7
34.	The help given to teachers by instructional supervisors is (satisfactory...unsatisfactory).	2.6	2.8	2.9		2.7
35.	The text books used in this school are (interesting...dull).	3.6	2.5	2.5		2.3
36.	Teachers have a say in selecting course content (always...never).	2.6	2.5	2.3		2.0
37.	Teachers of related subjects work together in developing and conducting their course (always...never).	2.5	2.7	3.0		2.3
38.	Slides, films, charts, etc., in the school are (up to date...out of date).	2.8	2.2	2.1		1.9
39.	In relation to student needs, course content is (relevant...not relevant).	2.6	2.4	2.8		2.4

*Supporting data for this table can be found in Appendix Table A.3.

Table 21: Mean Response for Each Respondent Group for Each Specified School Process* (Continued)

School Processes	Students	School Staff	Central Staff	Parents	Boards of Education
40. Supervisors have a say in selecting course content (always...never).	2.4	2.0	1.9		1.6
41. Students are taught by use of lecture methods (frequently...infrequently).	2.8	3.2	2.7		2.6
42. Students have a choice of instructional materials (always...never).	3.6	3.3	3.3		3.4
43. The relationships between teachers and administrators are (satisfactory...unsatisfactory).	2.1	2.2	2.6		2.3
44. Student opinions are considered in making school policy (always...never).	3.0	2.9	3.1		2.9
45. Students have a say in what is taught (always...never).	3.6	3.6	3.6		3.6
46. Teachers in the school feel physically threatened by students (often...never).	3.8	4.1	3.5		3.5
47. The content covered in many courses is (up to date...out of date).	2.4	2.2	2.6		2.2
48. Student government represents opinions of the student body (always...never).	2.4	2.8	2.9		2.7
49. Information to the student regarding progress in class is (meaningful...not meaningful)	2.3	2.2	2.8		2.3
50. Instructional materials other than textbooks are used in the classroom (always...never).	2.4	1.8	2.1		2.0

*Supporting data for this table can be found in Appendix Table A.3.

the other side of center and the remaining respondent groups inclined toward not restricting

- 35, text books used in the school - Students inclined toward dull, while the others are inclined toward interesting.

EDUCATIONAL ISSUES

Reactions of the respondent groups to educational issues offer insight into the type of program that can be used to satisfy a critical need. In a like manner, when issues are considered simultaneously with school processes the combination highlights where strengths and weaknesses exist within the system. The issue questions were presented in three forms: (1) Questions 1-3, 4.a-4 g*, 5-13 - using a five-point Likert-type response scale from "Strongly Agree" through "Neutral" to "Strongly Disagree"; (2) Questions 14-18 - using a similar scale from "Greater" through "No Change" to "Less"; (3) Question 19 - using distinct, nonlinear categories.

Appendix Table A.4 displays the educational issues in the same manner as the goals and school processes data in Appendix Tables A.1, A.2 and A.3.† Table 22 presents the mean response for each respondent group for each of the 23 issue items, taken from Appendix Table A.4. On the average, the mean group response for each educational issue varies approximately 1.0 over all groups, with Educational Issues 4.c, 4.f and 15 (i.e., environmental sciences courses, drug education courses and school participation in community improvement projects) varying the least at 0.4, 0.3 and 0.3, respectively, and Educational Issues 8, 9 and 10 (i.e., schools should be opened on a year-round basis, schools should have and enforce rules about

*Issue No. 4.g, "Other Course Offerings", is not analyzed with the other 23 issue items of a more definitive nature.

†The ANOVA applied to all respondent groups for each issue, except No. 19, yield F-tests for each that are significant at the 0.001 level. Results of the F-tests and of the T-tests between pairs of respondent groups may be seen in Hershkowitz (1972).

Table 22: Mean Response for Each Respondent Group for Each Specified Educational Issue*

Issues	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
1. Schools should provide courses in the methods of affecting political change.	2.5	2.4	2.1	2.6	2.7	2.7	2.5	2.7	2.2	2.4
2. Schools should offer short courses in areas of special interests to students.	1.5	1.5	1.4	1.8	1.6	2.1	1.8	2.2	1.5	1.9
3. Schools should set aside a portion of class time for self-directed student activities.	1.9	1.8	1.8	2.4	2.4	3.0	2.4	2.8	1.9	2.5
4. Course offerings like the following should be offered by the school:										
a. Black studies.	2.4	2.1	2.3	2.8	2.7	3.1	2.6	3.1	2.5	2.7
b. Family life and human development.	2.0	1.6	1.6	2.0	1.8	2.1	1.8	2.0	1.8	2.1
c. Environmental sciences.	2.0	1.6	1.6	1.9	1.9	2.0	1.8	2.0	1.8	1.9
d. Female role in society.	2.3	2.4	2.4	2.5	2.5	2.7	2.5	3.0	2.7	2.7
e. Political systems other than democracy.	2.3	1.9	1.8	2.4	2.1	2.3	2.2	2.4	2.0	1.9
f. Drug education.	1.6	1.4	1.5	1.4	1.4	1.4	1.4	1.7	1.6	1.7
5. Schools should have paid teacher aides.	2.6	1.4	1.7	2.2	1.7	2.9	2.4	2.5	1.8	2.0
6. Schools should encourage students to participate in organized political activity.	2.6	2.6	2.6	3.0	2.9	3.2	2.8	2.5	2.4	2.9
7. Maryland State Department of Education should establish course guidelines.	2.8	3.0	3.2	2.2	3.0	2.2	2.2	2.5	2.2	2.8
8. Schools should be opened on a year around basis rather tha.. on 9-months basis.	4.3	3.0	2.3	3.4	2.5	2.6	3.3	2.3	2.0	2.7
9. Schools should have and enforce rules about dress and hair styles.	4.2	3.2	3.3	2.4	3.0	2.2	2.7	2.5	3.4	3.4

10. Senior high school students should be allowed to leave school premises when not scheduled for a class.	2.0	3.4	3.3	3.7	3.8	3.6	3.4	3.7	3.0	3.3
11. Junior high or middle school students should be allowed to leave school premises when not scheduled for a class.	3.2	4.4	4.4	4.4	4.7	4.3	4.2	4.5	4.1	4.2
12. School systems should contract with private industry to teach some school subjects.	2.2	2.6	3.0	2.2	2.7	2.2	2.1	2.4	2.9	2.7
13. Students' reading materials should be censored in the schools.	3.5	3.3	3.2	2.7	2.8	2.8	3.0	3.0	3.7	3.8
14. Involvement of the student body in decision-making concerning school operations should be (greater...less).	1.6	2.3	2.1	2.5	2.5	3.1	2.4	3.0	2.0	2.6
15. School participation in community improvement projects should be (greater...less).	1.8	1.8	1.7	1.8	1.9	1.8	1.6	1.8	1.6	1.8
16. Community participation in school planning, setting goals, and making policies and programs should be (greater...less).	2.2	2.4	2.1	2.0	2.1	2.2	2.0	2.0	1.8	2.3
17. Availability of school facilities to the community should be (greater...less).	2.0	2.0	1.7	2.0	1.9	1.8	1.7	1.4	1.4	1.8
18. Emphasis on pre-school education (younger than 5 years old) should be (greater...less).	2.3	2.2	2.1	2.5	2.4	2.7	2.4	2.8	1.9	2.1

*Supporting data for this table can be found in Appendix Table A.4.

dress and hair styles, and senior high school students should be allowed to leave school premises when not scheduled for a class) varying the most at 2.3, 2.0 and 1.8, respectively. This somewhat wider range of mean response scores (i.e., as against 0.5 for Goal Importance, 0.9 for Goal Attainment and 0.6 for School Processes) indicates that the respondent groups had a slightly greater sense of consistency about goals and processes, while issues, by virtue of what they are, invited response patterns over a wider range.

Most issues evoked mean group responses clustering about or just below the center of the response interval (i.e., over the approximate range 2.6 to 3.2). Of the 23 specific issues six showed a general inclination for all respondent groups toward one end point clustering between 1.0 and 2.0. These Educational Issue were:

- 2, schools should offer short courses in areas of special interests to students - agree
- 4.b, family life and human development courses - agree
- 4.c, environmental sciences courses - agree
- 4.f, drug education courses - agree
- 15, school participation in community improvement projects - greater
- 17, availability of school facilities to the community - greater.

In addition, five other specific issues showed inclination toward this end point by special interest groups, while the remaining groups responded toward the center of the interval. Those inclining away from the center were:

- 3, schools should set aside a portion of class time for self-directed student activities - agree by Students, School Staff, Central Staff and MSDE Staff
- 4.e, political systems other than democracy courses - agree by School Staff, Central Staff, MSDE Staff and Postsecondary Educators
- 5, schools should have paid teacher aides - agree by School Staff, Central Staff, Board of Education, MSDE Staff and Postsecondary Educators
- 14, involvement of the student body in decision-making concering school operations - greater by Students, MSDE Staff and Postsecondary Educators

- 16, community participation in school planning, setting goals, and making policies and programs - greater by Parents, General Public*, Elected and Appointed Officials, and MSDE Staff.

Certain issues tended to evoke a reversed response pattern, that is, special interest groups responded toward the higher end point (i.e., 4.0 to 5.0) of the interval. These were:

- 9, schools should have and enforce rules about dress and hair styles - disagree by Students
- 11, junior high or middle school students should be allowed to leave school premises when not scheduled for a class - disagree, by all respondent groups except Students
- 8, schools should be opened on a year around basis - disagree by Students, agree by MSDE Staff and clustered about neutral by the remaining respondent groups
- 10, senior high school students should be allowed to leave school premises when not scheduled for a class - agree by Students and in the high range of center (i.e., 3.5) by the remaining respondent groups.

Table 22 and Appendix Table A.4 yield some additional directly observable information concerning response patterns. In general, Central Staff tended to respond with lowest mean scores (i.e., toward agreement or greater change) and School Staff with the next lowest values for most issues, while Business/Industry tended to respond with the highest mean scores (i.e., toward disagreement or less change) for the same issues. However, the pattern was reversed for Educational Issues 7, 9 and 12 (i.e., MSDE should establish course guidelines, schools should have and enforce rules about dress and hair styles, and school systems should contract with private industry to teach some school subjects). Appendix Table A.4 displays many cases where the response data tended toward bimodal or skewed distributions. However, this is especially clear for Educational Issue 8, schools should be opened

*General Public is not a special interest group, but rather the expression of the opinion of the general citizenry.

on a year around basis, where several respondent groups displayed a bimodal distribution, and for Educational Issue 9, schools should have and enforce rules about dress and hair styles, where the General Public displayed a bimodal distribution.

The final issue, Question 19, concerned guidelines under which a pre-school education program should be implemented in a LEA. All respondent groups agreed that the pre-school education program should be operated by the LEA under MSDE guidelines, with School Staff, Central Staff, MSDE Staff and Postsecondary Educators responding thusly at a rate of 50 percent or greater. Business/Industry and Elected and Appointed Officials responded at the lowest rate, 36 and 38 percent, respectively. Business/Industry, Elected and Appointed Officials, and Postsecondary Educators gave a significant response (i.e., 23, 25 and 20 percent, respectively) to having the program operated by a Private Agency under MSDE guidelines, while Parents, Board of Education, Business/Industry, and Elected and Appointed Officials responded at a similar rate (i.e., 22-29 percent) that a pre-school education program should not be provided. A final note of some interest is that 31 percent of the Students did not respond in a positive manner, responding either "No Opinion" or "No Response", while only eight percent of the Central Staff and Elected and Appointed Officials responded in this manner.

EDUCATIONAL PROGRAM NEEDS

Educational program needs were included in order to obtain information concerning the form of professional or monetary support most desired by local educators. The programs were grouped according to the categories, "Elementary Education", "Secondary Education" and "Special Education", where respondents were asked to indicate the "Two MOST Urgent" needs for the former two categories and the "Three MOST Urgent" needs for the latter. A review of the response data found in Appendix Tables A.5-A.7 is presented below separately.

ELEMENTARY EDUCATION

The first item of general interest directly observable from Appendix Table A.5 is the number of persons responding either "Do Not Know" or "No

Response". Since two responses were requested from everyone, the total response to each educational program is 200 percent. Thus, the sum of the responses to the two categories Do Not Know/No Response could exceed 100 percent. Typically, the two categories sum to the neighborhood of 110-130 percent; however, three programs vary from this general rule: (1) Foreign Language was higher - 120-155 percent; (2) Home Economics was higher - 130-155 percent; (3) Reading was lower - 65-90 percent. Since the three involved respondent groups are not all knowledgeable about elementary school programs, it follows that a large proportion of them would respond in this fashion. The larger Do Not Know/No Response values for Foreign Language and Home Economics programs and the smaller value for Reading tend to bear this out.

A second item directly observable is that "MSDE Guidelines" was never selected as one of the two most important needs. Indeed, in only two cases it received a greater proportion of response than any of the other specified needs. However, the proportion of response generally increased from School Staff to Central Staff to Board of Education.

School Staff chose "Materials" as one of the most important needs for each of the specified programs. For their other most important program need the School Staff chose: "Methods" for English Language Arts, Foreign Language, Health Education and Social Studies; "Inservice Training" for Art Education, Mathematics, Natural Sciences and Reading; "Support Services" for Home Economics, Music Education and Physical Education.

Central Staff chose "Inservice Training" as one of the most important needs for each of the specified programs. For their other most important program need the Central Staff chose: "Materials" for Art Education, Health Education, Home Economics, Mathematics, Music [illegible]n Natural Sciences, Reading and Social Studies; "Methods" for English Language Arts and Foreign Language; "Support Services" for Physical Education.

Board of Education did not select a single need for all programs as did School Staff and Central Staff, but varied their choices over the four specified needs: "Materials" for Art Education, Health Education, Home Economics, Mathematics, Music Education, Natural Sciences, Reading and

Social Studies; "Methods" for English Language Arts, Foreign Language, Natural Sciences, Physical Education and Social Studies; "Inservice Training" for Art Education, English Language Arts, Foreign Language, Health Education, Mathematics, Physical Education and Reading; "Support Services" for Home Economics and Music Education.

SECONDARY EDUCATION

Knowledge of secondary school program needs was generally lower among the respondent groups, from Appendix Table A.6, than was knowledge of elementary school programs. Thus, the typical sum of the two categories "Do Not Know" and "No Response" was not unexpectantly in the neighborhood of 110-160 percent. In seven programs the proportions varied from this general rule: (1) Agriculture was higher - 140-175 percent; (2) Distributive Education was higher - 135-170 percent; (3) Health Occupation Education was higher - 135-170 percent; (4) Music Education was higher - 130-160 percent; (5) Office Occupations were higher - 135-170 percent; (6) English Language Arts were lower - 100-140 percent; (7) Reading was lower - 80-130 percent. These results coupled with the fact that the School Staff typically selected these options with a 30-40 percent higher rate than the Central Staff and Board of Education bear out that secondary school programs have become so specialized that those involved with one program have little or no knowledge of the other programs.

As with elementary school programs, none of the respondent groups selected "MSDE Guidelines" as one of the two most important needs. Again, as with elementary school programs, this category rarely received a greater proportion of response than any of the other specified needs. However, as with the elementary school programs, the proportion of response increased from School Staff to Central Staff to Board of Education.

School Staff selected "Materials" as one of the most important needs for each of the specified programs. For their other most important program need the School Staff chose: "Methods" for Business Education, English Language Arts, Foreign Language, Health Education, Health Occupation Education, Home Economics, Industrial Arts, Mathematics, Music Education, Natural Sciences, Physical Education and Social Studies; "Inservice Training" for

Reading; "Support Services" for Agriculture, Art Education, Distributive Education, Office Occupations, Technical Education, and Trade and Industrial Occupations.

Central Staff selected "Materials" as one of the most important needs for all but three of the specified programs: Distributive Education, English Language Arts and Physical Education. For these three programs the Central Staff agreed on "Inservice Training". For their other most important need the Central Staff chose: "Methods" for Agriculture, Business Education, English Language Arts, Foreign Language, Mathematics, Office Occupations, Physical Education and Social Studies; "Inservice Training" for Art Education, Health Education, Health Occupation Education, Home Economics, Industrial Arts, Music Education, Natural Sciences, Reading, Technical Education, and Trade and Industrial Occupations; "Support Services" for Distributive Education.

Board of Education selected "Materials" as one of the most important needs for all but four of the specified programs: Business Education, Distributive Education, Health Occupation Education and Technical Education. For these four programs the Board of Education agreed on "Support Services". For their other most important need the Board of Education chose: "Methods" for Social Studies and Technical Education; "Inservice Training" for Art Education, Business Education, Distributive Education, English Language Arts, Foreign Language, Health Education, Health Occupation Education, Home Economics, Mathematics, Music Education, Natural Sciences, Office Occupations, Physical Education and Reading; "Support Services" for Agriculture, Industrial Arts, and Trade and Industrial Occupations.

SPECIAL EDUCATION

The respondent groups were asked to indicate the three most urgent needs for special education programs, thereby, requiring a total response of 300 percent. Thus, the sum of the responses to the two categories Do Not Know/No Response could be 200 percent. As with Secondary education programs, a low level of knowledge concerning the needs of the special education programs was evident among the respondent groups, from Appendix Table A.7. The typical sum of the two categories "Do Not Know" and "No

Response" lies in the range 160-210 percent, with six programs varying from this rule: (1) Blind was higher - 216-240 percent; (2) Orthopedically Impaired was higher - 211-244 percent; (3) Partially sighted was higher - 205-234 percent; (4) Culturally Disadvantaged was lower - 113-162 percent; (5) Gifted was lower - 127-155 percent; (6) Slow Learners was lower - 103-144 percent.

In no case was "MSDE Guidelines" or "Financial Assistance" selected by any of the respondent groups for any of the specified special education programs. With the exception of "Enrichment Programs", the above two program needs rarely received a greater proportion of response than any of the other specified needs. However, of some interest is that, while the proportion of response generally increased from School Staff to Central Staff to Board of Education for "MSDE Guidelines", the proportion of response generally increased from School Staff to Board of Education to Central Staff for "Financial Assistance".

School Staff consistently chose "Individual Attention" and "Materials and Equipment" as two of the three most important program needs for each of the specified programs. For their third most important need the School Staff chose "Special and Remedial Services" for all special education programs except Gifted and Minority Groups, for which "Enrichment Programs" and "Inservice Training" were chosen, respectively.

Central Staff selected "Individual Attention" as one of the most important needs for all but the programs for the Blind; "Family Counseling" was one of their choices for this program. They chose "Special and Remedial Services" as another one of the most important needs for all but two of the specified programs: Gifted and Minority Groups. For these programs "Enrichment Programs" and "Inservice Training" was selected respectively. For their third most important choice the Central Staff chose: "Inservice Training" for Culturally Disadvantaged, Educable Mentally Retarded, Slow Learners, Specific Learning Disabilities and Trainable Mentally Retarded programs; "Material and Equipment" for Blind, Gifted, Hearing Impaired, Minority Groups, Multi-Handicapped, Orthopedically Impaired and Partially Sighted programs.

Board of Education selected "Individual Attention" as one of the three most important needs for all programs but Orthopedically Impaired, for which "Special and Remedial Services" was one of the needs selected. For another most important need the Board of Education selected "Inservice Training" for all programs but Gifted, for which they selected "Enrichment Programs". For their third most important need the Board of Education chose: "Materials and Equipment" for Blind, Educable Mentally Retarded, Gifted, Hearing Impaired, Multi-Handicapped, Orthopedically Impaired and Partially Sighted programs; "Special and Remedial Services" for Orthopedically Impaired, Slow Learners, Specific Learning Disabilities and Trainable Mentally Retarded programs; "Family Counseling" for the Culturally Disadvantaged program.

Section 5

COMMENTARY

An educational needs assessment has been conducted and results obtained on critical needs. However, before this data is applied to planning and decision-making, aspects of the study should be reviewed in order to establish its strengths and potential weaknesses.

STUDY PLAN

In a chronological sense the first aspect of the study to be considered is the decision to involve a wide variety of citizens in the assessment of State educational goals. The study is clearly enhanced by this decision; the General Public representing the general citizenry of the State and the other nine respondent groups representing the views of special interest groups. In this way responses which are consistent across all or most of the respondent groups are indeed State level responses, while the reaction of special interest groups to a question can be directly determined from the response patterns.

Accompanying the decision to involve citizens across the State was the decision to treat each of Maryland's 24 LEA's as a component of the study; thus, yielding a 24-by-10 study plan. Distinct LEA data further enhances the study by allowing response patterns to be investigated by region, population density, system size and other variables external to the basic study. In addition to State level investigations the LEA data are available to the respective LEA's to investigate their own needs assessment (Hershkowitz, 1972a).

SAMPLING PROCESS

The public groupings selected for the 24-by-10 study plan were sampled at a rate sufficiently high enough to ensure coverage of the general citizenry and each of the special interest groups. Each group was sampled proportionally within each LEA, with minimum values to ensure that their response would be statistically meaningful. One of two methods was employed

to perform the sampling process: (1) a random sample selected from a LEA-wide or Statewide population; (2) a two-stage sample, first randomly selecting institutional populations from a LEA-wide or Statewide population, then systematically selecting subjects from this subpopulation.

All population locator lists were complete, with the single exception of the General Public. The Maryland Division of Motor Vehicles Drivers License list was used as the General Public population locator list. This list contains a built in bias; citizens under 16 (because the law prevents them from obtaining a drivers license) and citizens over 16 who do not operate motor vehicle (mainly women in their later years) are systematically eliminated from this population.* Thus, the sampling process employed in this study tended to minimize the typical sampling errors found in studies of this nature, where limited public groupings are involved, population locator lists are biased in favor of special interest groups and minimums are not employed to prevent loss of statistical meaningfulness.

RESPONSE RATE AND CONFIDENCE IN DATA

The overall response rate was 51.5 percent, varying from a high of 86 percent for MSDE Staff and 70 percent for Central Staff, through 58 percent for Students and 43 percent for General Public, to 40 percent for Business/Industry and 30 percent for Elected and Appointed Officials, as displayed in the second column of Table 23. The response rate indicates that the data is sufficient to allow for meaningful interpretation.

Assuming the worst case, where p=q=0.5, the analyst has a 95 percent confidence interval† that the true population proportion will vary from the sample proportion, for each respondent group, by less than or equal to the difference displayed in the third column of Table 23. Even though the

*Although this population is somewhat biased it is not biased in favor of any special interest population and, in general, resembles Maryland's citizenry.

†This is based on a normal estimate of a binomial confidence interval, with correction factors for discreetness of the data and for large sample proportions. No correction has been made for possible systematic response bias.

Table 23: Response Rates and Confidence Limits on Population Proportions by Respondent Groups.

Respondent Groups	Response Rate (%)	"Worst Case" 95% Confidence Intervals
Students	58	p±0.01
School Staff	53	p±0.03
Central Staff	70	p±0.05
Parents	42	p±0.02
Board of Educatio	54	p±0.09
Business/Industry	40	p±0.05
General Public	43	p±0.02
Elected and Appointed Officials	30	p±0.08
MSDE Staff	86	p±0.07
Postsecondary Educators	56	p±0.07
Total (weighted)	51.5	

response rates for Students, School Staff, Parents and General Public lie in the range of 42 to 58 percent, the true population proportion varies from the sample proportion by less than or equal to a difference in the range of ±0.01 to ±0.03, with 95 percent confidence.

Appendix Table A.8 displays the demographic data collected from each respondent group. The distribution over the categories of Sex is quite similar for Parents and General Public, while the distributions over the categories of Sex for Students, School Staff and Central Staff are what would be expected. The Parent and General Public distributions over the categories of Occupation are nearly identical with each other, with certain exceptions; these are slightly more "Blue Collar", "Professional" and "Housewife" responses among Parents, while the General Public responded at a slightly higher rate to "Retired" and at a considerably higher rate to

"Student". Education by category is distributed nearly equivalent for both Parents and General Public. The Central Staff is some 15 years older than the School Staff and has approximately the same number of years more experience as an educator. Central Staff, Parents and General Public have the same distributions over the categories of Race, while Students and School Staff have equivalent distributions by category, although with a somewhat higher proportion of "Black", as might be expected. Family income is distributed by category almost identically for Parents and General Public, differing only where the Parents responded at a somewhat lower rate at "$5,000-7,500" and at a somewhat higher rate at "More than $15,000". Distribution by LEA for Students, School Staff, Central Staff, Parents and General Public are nearly identical. These responses to the demographic questions indicate a high level of consistency in the data, which further enhances the small differences between the sample proportion and the true population proportion displayed in Table 23.

INSTRUMENTATION

The study plan, sampling process and acceptability of the survey data have been shown to be study strengths, enhancing the usability of the results. The next aspect to be considered, then, is the extent to which the educational planner and decision-maker can rely on the meaningfulness of the results, that is to say, how good is the instrumentation.

Tables 7, 10-15, 21, 22 and Appendix Tables A.1-A.7 display the data collected by the survey instrument and analyses on these data. The results show that four goals have been identified to which all ten agreed are most important and three more to which five or more agreed; two goals have been identified to which all ten groups agreed are the least important, two more to which seven and eight agreed are least important and three more to which five and six agreed; one goal has been identified to which all ten groups assigned a critical need, three goals to which nine groups agreed on criticality, six goals to which seven and eight agreed on criticality and two more to which five and six agreed; four issue items have been identified to which all ten groups agreed on a response near one of the

end-points of the response interval (i.e., between "Strongly Agree" and agree, between "Strongly Disagree" and disagree, or between the two categories of "Greater" change), two more items to which nine groups similarly agreed, one item to which eight agreed and one to which five agreed; one goal has been identified to which the ten respondent groups agreed on its successful attainment, three more goals to which seven, eight and nine groups similarly agreed and three more to which five and six agreed. Similar consistencies can be found for other questions applied to the data.

Appendix Table A.8 yields further support to the meaningfulness of the survey data. The demographic data is shown to be consistent over the respondent groups and is in general agreement with the 1970 Census data (U.S. Bureau of the Census, 1971 and 1972) and with Maryland State statistics (Maryland State Department of Education, 1971 and 1971a). Thus, the possibility of response bias is reduced.

Appendix E explores the responses to the "Other" category of selected demographic variables, goals and issues in order to determine if the survey instrument was faulty in the kinds of response items not included. It is clear from the results of the exploration that for the most part the respondents were not able to add but very few new items to the survey instrument. There were, however, some significant write-ins for an already existing item; Sex Education - 417. Vocational and Career Education (168 requests) and Religions and Ethnic Studies (137 requests) were also significant. Only the question on "Present Assignment" of an educator appeared to be faulty in that it did not allow the respondent to check "Both Elementary and Secondary School". In general, then, the instrument was of sufficient structure as to collect meaningful data for use in educational planning and decision-making.

Finally, Appendix F presents a review of the responses to the request for comments on the questionnaire, the study and public education in general. These comments, typically lengthy and covering a vast range of subjects, were not easily categorized. Thus, a simple, three-way categorization was employed: constructive comments; destructive comments; letting-off steam type comments.

ACHIEVEMENT VERSUS PERCEIVED ATTAINMENT

The lack of measured achievement data for each of the 37 specified goals has been thought to be the greatest limitation in the conduct of a needs assessment. Perceived attainment was collected in a "second best" attempt to obtain some knowledge concerning goal attainment. The study made comparisons between measured achievement on four of the five subtests from the ITBS,* administered in 19 of Maryland's 24 LEA's, and five specified goals, two of which are associated with one subtest score. The results of the comparison, displayed in Table 19, demonstrate that the perceptions of the General Public, representing Maryland's general citizenry, was not consistant with actual achievement. Indeed, with the exception of the School Staff, the remaining respondent groups either have a poor perception of actual achievement or else their perceptions are indeterminant in terms of approximating actual achievement.

The Needs Assessment study concludes that only the special interest group School Staff perceives goal attainment in close approximation to their actual measured achievement. This yields two usable results: (1) criticality ratings by the School Staff are enhanced for those specific goals for which no standardized achievement test exists; (2) respondent groups have been identified to which public relations programs concerning student achievement should be directed.

RECOMMENDATIONS FOR CONTINUING NEEDS ASSESSMENT

The consumption of the educational product is a continuing, long-term process; thus, validation must likewise be continuing and long-term (Sweigert, 1969). Validation can be accomplished through follow-up studies of graduates to empirically determine the pattern of consumption of the educational product and through continual reassessment of goal importance, goal attainment and criticality of needs. The Needs Assessment study data

*The MSDE staff responsible for creating the specific goals did not establish one associated with the ITBS subtest for Vocabulary. Teaching of vocabulary is not considered as a separate goal, but is implied in all subject matter related goals.

can be used to improve the current educational process in two ways: (1) improved educational activities, both planning and instructional; (2) refinement of the needs assessment process.

IMPROVED EDUCATIONAL ACTIVITIES

The Needs Assessment study has identified 12 goals which were assigned a critical need by five or more respondent groups; four of these goals were rated a critical need by either nine or ten respondent groups. This data presents MSDE planners with sufficient latitude in program selection. The first programs to be implemented may be among those that are simultaneously a highly consistent critical need and rated as most important: Ability to apply knowledge and skills to the solution of real life problems; Development of concern for others; Skills required for employment in their selected occupations by students planning to enter the job market. Additional programs may be nominated for implementation by considering goals which were rated less than "Most Important". Clearly, the needs assessment has identified a procedure for nominating candidate programs and for selecting among nearly equivalent alternatives.

The results of the investigation into school processes will help to identify the current weaknesses and strengths in the public school system. An opportunity exists for educational planners and curriculum designers to adapt program development to local school needs and local school environments. The intersection of goals with processes offers a vehicle for establishing those processes which can enhance the implementation of an innovational program and those that can impede its implementation. The results of the investigation into educational issues strengthens the process of curricular development by highlighting the acceptable and unacceptable aspects of program implementation. For instance, greater school participation in community projects and short courses in areas of special interests to students are two highly acceptable forms of program implementation.

Finally, the program designers can turn to the results of the investigation into educational program needs for guidance on the methodology used to support instructional innovation. For instance, methods, materials and inservice training programs are the most urgent needs. However, one

important result of the study was the extent to which so many educators knew so little about educational programs outside their own area of involvement. Thus, the key to the success of future innovational programs is the cross-fertilization of content material and instructional requirements so that each program can enhance and be enhanced by the other programs.

The comparison of measured achievement and perceived extent of goal attainment has indicated that the perceptions of the General Public, Parents (a special subset of the General Public) and Students (the source of information on success or failure for Parents) are inconsistant with actual achievement. The comparison has also indicated that School Staff perceptions are fairly good, while Central Staff perceptions, unexpectedly, are fairly poor as an indicator of achievement. The remaining respondent group's perceptions are neither good nor poor in this respect.

Although perceived extent of goal attainment is a factor in the Criticality Score, the relatively poor perceptions of most publics does not weaken the result. The accent is on perceived rather than attainment; thus, a full scale public relations effort is recommended for the general citizenry and all the special interest groups. In particular, the Central Staff should be examined for the reason(s) behind their perceptions of achievement. In the meantime, the Criticality Scores from the School Staff should be used as the most reliable at the State level until achievement tests can be constructed for the remaining specified goals.

REFINEMENT AND EXTENSION OF NEEDS ASSESSMENT

The Needs Assessment Questionnaire is only the first stage of the Maryland Educational Needs Assessment. The data collected in this phase forms the baseline for refinements and interpretations. The continuing needs assessment must address itself to: establishing objective testing instruments; developing precise planning models in which criticality is a component; refining the present data bank to clear up possible misinterpretations; extending the data bank through longitudinal data collection.

The Needs Assessment study suggests that uniform data be collected from each LEA for the achievement of every goal. Precision in needs assessment is not possible until achievement data from each LEA is gathered for

the same grades with the same instruments. The purpose of such a program would not be to compare the system achievements of each LEA with the others, but, rather to establish a consistent image of the Average Student at the State level. Having established the average student using currently available instrumentation, the methodology can now be used along with School Staff perceptions as a guide for investigating new instrumentation to test the remaining specific goals. Fortunately, Maryland need not expend its entire effort on developing new instrumentation. Such an effort can be shared with other States and major LEA's who are currently facing the same tradeoffs between needs and resource availability.

The criticality concept has helped to illuminate those specific goals which should be addressed by educational planners and curriculum designers for the initial effort. However, criticality does not suggest the specific weighting function which must be applied to achieve the optimal allocation of available resources needed to ensure the concurrent success of ongoing and new innovational programs. To accomplish this a planning model is needed which addresses all phases of educational decision-making. In such a model criticality is a component, along with the economic, political and social milieu, and state-of-the-art capabilities in curriculum development and implementation. The model should weight the alternatives according to these components and rank the candidate programs. The result will be alternative implementation schemes, each optimized according to the level of resources made available each year.

The present data bank needs to be extended each year by a minor follow-on investigation in order to clear up possible misinterpretations and to assess the continuing redirection of goal importance, goal attainment, criticality, school processes and educational issues. Two equally plausable methods, both calling for a low level of effort, can be utilized: (1) follow-on survey on a subset of the present respondents; (2) cohort survey on a subset of the present ten respondent groups utilizing different respondents. To decide on the best way to go, a limited analysis on the current data bank, investigating possible aggregations of the LEA's by region, by population density or by any other external demographic variable

of interest should be preformed initially. Other limited analyses seeking the most representative special interest groups, possible aggregation of overlapping respondent groups (e.g., Parents and General Public) and other similar size-reducing investigations should also be considered.

In general, the concept of needs assessment has been carried out and has obtained a wealth of information for the State Educational Planner. The data needs to be interpreted by the various MSDE Divisions in terms of their own unique missions and responsibilities. These divisions must then design programs for review and acceptance into the final implementation plan.

Section 6

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Appendix A
QUESTIONNAIRE CONTENT DATA

NOTES

All Appendix Tables A.1 through A.8 are based on weighted data, wherein each respondent group was weighted by LEA. The weighting factor was determined by an application of Equation (3) so that the weighted "Total (n)" is equal to (or very nearly so) the actual number of respondents. The only differences caused by this procedure are: Parents - 1,803 respondents, 1,791 weighted; General Public - 2,080 respondents, 2,058 weighted; Business/Industry - 413 respondents, 412 weighted. Thus, the weighted total number of respondents is only 35 less than the actual total number of respondents, 11,015.

All relative frequency data in Appendix Tables A.1 through A.7 are presented in row percentages. That is, the data displayed in the seven columns under the spanner, "Relative Frequency of Response (%)," for Appendix Tables A.1 through A.6 and the ten columns under the same spanner for Appendix Table A.7 sum to 100 percent for each row (i.e., for each respondent group for each questionnaire item, with some small allowance for rounding. In Appendix Table A.8 the data are in column percentages, distributed across each demographic variable by each respondent group.

The "Mean ($\bar{x}$)", "Standard Deviation (s)" and "Indicator of Significance (*)" were determined from positive responses only (i.e., "No Opinion" and "No Response" data were eliminated from the calculations). Issue No. 19 in Appendix Table A.4 and the Educational Program Needs in Appendix Tables A.5 through A.7 are based on distinct responses rather than on responses from a continuous interval, as with goals, processes and the remaining issues. Thus, no mean or standard deviation were determined for them.

When no member of a respondent group checked a response category a " - " was entered in the cell. When one or more members of a respondent group checked a response category, but the proportion did not exceed 0.0005, a "0.0" percent was entered in the cell. Otherwise, the nearest one-tenth

of a percent was entered in the cell. In Appendix Table A.8 the data is entered to the nearest one percent; thus, a "*" was entered in the cell when the proportion was less than 0.005.

The "Indicator of Significance (*)" was to indicate whenever there was a significant difference between the means of two or more respondent groups. However, the F-test was significant at the 0.001 level for every question, except for School Processes Nos. 44 and 45, which had no significant difference even at the 0.05 level. Therefore, the entry "F-test significant at 0.001 level" was made in this column wherever appropriate. For information on pair-wise differences for respondent groups see the T-test results in Hershkowitz (1972). In Appendix Table A.9 an entry is made each time a significant difference exists between two or more of the 24 LEA's for each respondent group, as follows: *** - whenever the F-test is significant at the 0.001 level; ** - whenever the F-test is significant at the 0.01 level; * - whenever the F-test is significant at the 0.05 level; blank - otherwise.

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	(Rarely Important) (2)	Moderately Important (3)	(Quite Important) (4)	Very Important (5)	No Opinion	No Response			
1. ABILITY TO ARRIVE AT INDEPENDENT DECISIONS											
Students	4626	0.5	1.0	13.2	13.4	68.5	1.0	0.5	4.5	0.80	
School Staff	1228	0.1	0.4	6.0	12.8	79.3	0.1	1.3	4.7	0.60	
Central Staff	359	-	0.3	5.7	12.4	80.7	0.3	0.5	4.8	0.57	
Parents	1791	0.3	0.5	10.7	11.2	73.2	2.6	1.5	4.6	0.72	
Board of Education (State & Local)	73	-	1.4	8.2	12.3	74.0	4.1	-	4.7	0.69	
Business/Industry (Management, Labor, News Media)	412	0.8	2.4	22.7	16.0	55.9	1.4	0.8	4.3	0.95	
General Public	2058	-	0.9	9.8	10.8	75.2	2.7	0.8	4.7	0.69	
Elected & Appointed Officials (County, State, & Federal)	114	-	3.5	14.0	17.5	63.2	0.9	0.9	4.4	0.86	
MSDE Staff	111	-	1.8	9.0	16.2	73.0	-	-	4.6	0.73	
Postsecondary Educators	208	-	1.4	10.6	13.9	73.1	0.5	0.5	4.6	0.74	F-test significant at 0.001 level.
2. UNDERSTANDING OF HOW MEMBERS OF A FAMILY FUNCTION UNDER DIFFERENT FAMILY PATTERNS											
Students	4626	6.5	9.7	31.9	17.1	26.7	8.0	0.1	3.5	1.21	
School Staff	1228	1.4	7.6	29.0	23.1	33.8	4.2	0.8	3.8	1.05	
Central Staff	359	1.7	8.5	33.5	21.4	33.1	1.6	0.2	3.8	1.06	
Parents	1791	5.2	7.7	31.4	16.7	33.5	5.0	0.5	3.7	1.19	
Board of Education (State & Local)	73	5.5	11.0	31.5	17.8	31.5	2.7	-	3.6	1.20	
Business/Industry (Management, Labor, News Media)	412	10.3	13.5	30.8	16.0	18.1	9.4	1.8	3.2	1.25	
General Public	2058	4.6	9.0	31.7	17.1	31.4	5.8	0.3	3.7	1.18	
Elected & Appointed Officials (County, State, & Federal)	114	7.9	14.0	27.2	22.8	19.3	7.0	1.8	3.4	1.22	
MSDE Staff	111	3.6	13.5	43.2	18.9	20.7	-	-	3.4	1.07	
Postsecondary Educators	208	7.2	20.7	28.8	19.7	19.7	3.4	0.5	3.2	1.22	F-test significant at 0.001 level.
3. KNOWLEDGE OF LANGUAGE CONCEPTS											
Students	4626	6.0	9.8	31.9	18.8	28.0	5.4	0.1	3.6	1.19	
School Staff	1228	0.2	2.7	18.0	26.7	50.4	1.4	0.6	4.3	0.87	
Central Staff	359	0.1	3.0	23.9	27.5	43.7	1.6	0.2	4.1	0.89	
Parents	1791	2.9	8.9	28.6	18.1	35.0	6.1	0.5	3.8	1.14	
Board of Education (State & Local)	73	4.1	5.5	23.3	15.1	47.9	4.1	-	4.0	1.16	
Business/Industry (Management, Labor, News Media)	412	10.4	13.6	33.7	12.6	20.0	7.4	2.3	3.2	1.26	
General Public	2058	3.6	9.5	33.2	17.1	30.3	6.1	0.3	3.6	1.14	
Elected & Appointed Officials (County, State, & Federal)	114	-	10.5	29.8	25.4	28.1	4.4	1.8	3.8	1.00	
MSDE Staff	111	1.8	8.1	24.3	31.5	33.3	0.9	-	3.9	1.03	
Postsecondary Educators	208	-	8.2	19.7	25.0	44.2	1.9	1.0	4.1	0.99	F-test significant at 0.001 level.

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	(Barely Important) (2)	Moderately Important (3)	(Quite Important) (4)	Very Important (5)	No Opinion	No Response			
4. KNOWLEDGE OF SOCIAL STUDIES CONCEPTS											
Students	4626	2.9	8.1	32.1	24.1	28.0	4.8	0.1	3.7	1.07	F-test significant at 0.001 level.
School Staff	1228	0.2	4.0	25.7	33.8	32.8	2.5	1.0	4.0	0.89	
Central Staff	359	0.3	4.6	30.1	31.2	31.3	2.6	-	3.9	0.92	
Parents	1791	1.2	5.3	32.3	25.3	30.9	4.7	0.4	3.8	0.99	
Board of Education (State & Local)	73	1.4	6.8	23.3	34.2	28.8	4.1	1.4	3.9	0.98	
Business/Industry (Management, Labor, News Media)	412	5.9	15.6	38.4	20.1	13.2	4.4	2.3	3.2	1.08	
General Public	2058	1.2	7.1	31.8	23.4	29.3	6.5	0.6	3.8	1.02	
Elected & Appointed Officials (County, State, & Federal)	114	-	8.8	38.6	28.1	19.3	2.6	2.6	3.6	0.91	
MSDE Staff	111	1.8	7.2	28.8	39.6	21.6	-	0.9	3.7	0.94	
Postsecondary Educators	208	1.0	7.7	31.2	33.2	23.1	2.4	1.4	3.7	0.95	
5. KNOWLEDGE OF THE PERSONAL AND SOCIAL CONSEQUENCES OF CRITICAL HEALTH PROBLEMS, (SUCH AS SMOKING, DRUG ABUSE, ALCOHOL, WORK HAZARDS)											
Students	4626	2.2	2.6	11.0	16.0	65.1	2.9	0.1	4.4	0.95	F-test significant at 0.001 level.
School Staff	1228	0.1	1.6	9.5	24.7	63.1	0.5	0.4	4.5	0.75	
Central Staff	359	0.3	3.8	10.7	29.8	54.5	0.8	-	4.4	0.85	
Parents	1791	0.6	2.3	10.8	14.6	69.8	1.5	0.4	4.5	0.83	
Board of Education (State & Local)	73	-	1.4	16.4	13.7	65.8	1.4	1.4	4.5	0.82	
Business/Industry (Management, Labor, News Media)	412	1.6	5.7	13.0	20.4	56.4	2.1	0.8	4.3	1.01	
General Public	2058	0.4	3.3	10.4	17.6	66.4	1.7	0.3	4.5	0.84	
Elected & Appointed Officials (County, State, & Federal)	114	-	6.1	12.3	24.6	54.4	1.8	0.9	4.3	0.92	
MSDE Staff	111	-	2.7	12.6	35.1	48.6	-	0.9	4.3	0.79	
Postsecondary Educators	208	-	4.3	19.7	31.2	43.7	0.5	0.5	4.2	0.89	
6. QUALIFICATIONS REQUIRED FOR ACCEPTANCE OF STUDENTS PLANNING TO CONTINUE THEIR STUDIES INTO THE COLLEGE(S) OF THEIR CHOICE											
Students	4626	2.1	3.9	15.4	19.6	52.5	6.3	0.1	4.2	1.02	F-test significant at 0.001 level.
School Staff	1228	2.1	6.0	22.2	29.1	35.2	4.6	0.8	3.9	1.03	
Central Staff	359	0.6	8.7	30.0	33.7	24.5	1.9	0.6	3.8	0.95	
Parents	1791	0.9	2.5	14.4	20.6	56.4	4.9	0.4	4.4	0.89	
Board of Education (State & Local)	73	-	2.7	19.2	24.7	52.1	1.4	-	4.3	0.87	
Business/Industry (Management, Labor, News Media)	412	1.8	4.2	22.0	20.5	44.9	4.8	1.9	4.1	1.03	
General Public	2058	1.7	2.8	15.7	20.3	55.6	3.6	0.3	4.3	0.96	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	2.6	27.2	29.8	37.7	0.9	0.9	4.0	0.92	
MSDE Staff	111	-	9.0	32.4	34.2	23.4	0.9	-	3.7	0.92	
Postsecondary Educators	208	0.5	9.1	23.1	23.6	39.9	2.9	1.0	4.0	1.04	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	[Barely Important] (2)	Moderately Important (3)	[Quite Important] (4)	Very Important (5)	No Opinion	No Response			
7. KNOWLEDGE OF ENVIRONMENTAL SCIENCES											
Students	4626	2.7	6.8	27.2	27.3	30.8	5.0	0.1	3.8	1.06	F-test significant at 0.001 level.
School Staff	1228	0.4	3.3	23.9	35.7	33.1	2.9	0.7	4.0	0.88	
Central Staff	359	0.6	3.7	33.3	35.4	25.2	1.9	-	3.8	0.88	
Parents	1791	1.1	5.7	27.8	30.7	30.0	4.2	0.4	3.9	0.97	
Board of Education (State & Local)	73	-	9.6	26.0	28.8	31.5	2.7	1.4	3.9	0.99	
Business/Industry (Management, Labor, News Media)	412	4.4	13.3	41.9	17.5	16.1	5.0	1.9	3.3	1.06	
General Public	2058	1.2	4.8	29.9	26.6	31.5	5.4	0.4	3.9	0.98	
Elected & Appointed Officials (County, State, & Federal)	114	-	9.6	36.0	34.2	17.5	1.8	0.9	3.6	0.89	
MSDE Staff	111	-	3.6	33.3	40.5	22.5	-	-	3.8	0.82	
Postsecondary Educators	208	0.5	6.7	26.9	37.5	26.9	1.0	0.5	3.8	0.92	
8. KNOWLEDGE OF MATHEMATICAL CONCEPTS											
Students	4626	1.1	4.8	21.3	23.3	45.9	3.3	0.1	4.1	0.99	F-test significant at 0.001 level.
School Staff	1228	0.4	2.6	23.8	32.0	38.3	2.1	0.8	4.1	0.88	
Central Staff	359	0.1	2.9	33.2	36.2	25.9	1.7	-	3.9	0.84	
Parents	1791	0.3	1.7	18.8	25.3	50.4	3.0	0.4	4.3	0.86	
Board of Education (State & Local)	73	-	1.4	23.3	26.0	47.9	-	1.4	4.2	0.85	
Business/Industry (Management, Labor, News Media)	412	2.0	4.7	31.9	28.8	29.4	1.7	1.5	3.8	0.99	
General Public	2058	0.6	4.2	25.7	25.0	39.7	4.4	0.4	4.0	0.96	
Elected & Appointed Officials (County, State, & Federal)	114	-	1.8	28.1	41.2	26.3	0.9	1.8	4.0	0.79	
MSDE Staff	111	-	4.5	35.1	36.0	24.3	-	-	3.8	0.86	
Postsecondary Educators	208	-	5.3	26.9	31.2	35.1	0.5	1.0	4.0	0.92	
9. CONCERN FOR THE USE AND ABUSE OF ENVIRONMENTAL RESOURCES											
Students	4626	2.1	4.2	17.7	20.9	49.5	5.4	0.1	4.2	1.03	F-test significant at 0.001 level.
School Staff	1228	0.3	2.4	15.5	30.9	48.3	2.0	0.6	4.3	0.84	
Central Staff	359	0.5	4.7	18.2	37.2	38.5	0.8	0.1	4.1	0.89	
Parents	1791	0.7	4.1	19.6	25.8	45.6	3.9	0.4	4.2	0.95	
Board of Education (State & Local)	73	-	9.6	21.9	26.0	42.5	-	-	4.0	1.01	
Business/Industry (Management, Labor, News Media)	412	2.4	10.5	29.6	20.9	31.0	3.6	1.9	3.7	1.11	
General Public	2058	1.0	4.4	17.6	24.1	48.1	4.4	0.4	4.2	0.96	
Elected & Appointed Officials (County, State, & Federal)	114	-	2.6	30.7	38.6	25.4	1.8	0.9	3.9	0.82	
MSDE Staff	111	-	7.2	18.9	36.9	36.9	-	-	4.0	0.92	
Postsecondary Educators	208	0.5	4.8	25.5	29.8	38.9	0.5	-	4.0	0.94	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	(Barely Important) (2)	Moderately Important (3)	(Quite Important) (4)	Very Important (5)	No Opinion	No Response			
10. DEVELOPMENT OF SELF-RESPECT											
Students	4626	1.0	2.0	8.9	14.1	71.2	2.7	0.1	4.6	0.82	F-test significant at 0.001 level.
School Staff	1228	0.1	0.5	2.2	8.8	86.9	0.8	0.7	4.8	0.47	
Central Staff	359	0.4	0.9	4.4	11.5	81.9	0.8	-	4.8	0.62	
Parents	1791	0.7	1.1	5.3	10.2	80.8	1.5	0.4	4.7	0.67	
Board of Education (State & Local)	73	1.4	2.7	4.1	15.1	76.7	-	-	4.6	0.80	
Business/Industry (Management, Labor, News Media)	412	0.9	0.7	7.2	18.8	69.0	2.1	1.4	4.6	0.74	
General Public	2058	0.4	0.9	5.6	11.2	78.9	2.5	0.4	4.7	0.65	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	2.6	7.0	12.3	76.3	-	0.9	4.6	0.80	
MSDE Staff	111	-	3.6	6.3	14.4	74.8	-	0.9	4.6	0.76	
Postsecondary Educators	208	0.5	2.4	12.0	15.9	67.8	1.4	-	4.5	0.84	
11. ABILITY TO USE LEISURE TIME IN CONSTRUCTIVE ACTIVITIES											
Students	4626	4.8	8.0	24.8	22.8	34.6	4.9	0.1	3.8	1.17	F-test significant at 0.001 level.
School Staff	1228	0.6	3.1	16.0	31.5	47.1	1.1	0.6	4.2	0.88	
Central Staff	359	1.6	6.6	20.7	33.7	36.8	0.6	-	4.0	0.99	
Parents	1791	2.6	5.4	24.6	21.8	42.2	2.8	0.5	4.0	1.08	
Board of Education (State & Local)	73	4.1	20.5	16.4	23.3	31.5	2.7	1.4	3.6	1.26	
Business/Industry (Management, Labor, News Media)	412	6.2	8.6	29.4	23.4	24.9	5.8	1.7	3.6	1.17	
General Public	2058	3.4	6.4	24.1	20.9	42.2	2.6	0.3	4.0	1.12	
Elected & Appointed Officials (County, State, & Federal)	114	1.8	11.4	32.5	21.9	31.6	-	0.9	3.7	1.09	
MSDE Staff	111	2.7	5.4	29.7	27.9	32.4	0.9	0.9	3.8	1.04	
Postsecondary Educators	208	5.3	12.5	27.4	20.2	33.2	1.0	0.5	3.6	1.22	
12. ABILITY TO USE LEISURE TIME IN A PERSONALLY SATISFYING MANNER											
Students	4626	4.1	6.9	21.6	22.4	40.0	4.9	0.1	3.9	1.15	F-test significant at 0.001 level.
School Staff	1228	1.2	4.1	18.7	31.8	41.8	1.9	0.5	4.1	0.94	
Central Staff	359	0.8	5.5	21.7	31.9	39.1	0.5	0.5	4.0	0.95	
Parents	1791	2.9	7.3	22.8	24.4	37.2	5.1	0.4	3.9	1.10	
Board of Education (State & Local)	73	4.1	23.3	15.1	27.4	26.0	4.1	-	3.5	1.24	
Business/Industry (Management, Labor, News Media)	412	8.7	9.6	33.4	22.3	19.2	5.0	1.8	3.4	1.19	
General Public	2058	3.7	6.8	24.5	22.3	38.7	3.5	0.5	3.9	1.13	
Elected & Appointed Officials (County, State, & Federal)	114	6.1	15.8	30.7	26.3	18.4	1.8	0.9	3.4	1.15	
MSDE Staff	111	5.4	9.0	27.0	26.1	31.5	0.9	-	3.7	1.16	
Postsecondary Educators	208	5.8	11.5	27.4	25.0	28.4	1.0	1.0	3.6	1.19	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	(Barely Important) (2)	Moderately Important (3)	(Quite Important) (4)	Very Important (5)	No Opinion	No Response			
13. KNOWLEDGE OF OPPOSING VALUE SYSTEMS AND THEIR INFLUENCE ON THE INDIVIDUAL AND SOCIETY (SUCH AS ECOLOGY VERSUS EXPLOITATION OF RESOURCES, INDIVIDUAL FREEDOM VERSUS GROUP INTEREST)											
Students	4626	2.9	6.0	21.2	22.5	31.3	16.0	0.1	3.9	1.10	F-test significant at 0.001 level.
School Staff	1228	0.6	3.9	18.9	30.9	39.5	5.5	0.7	4.1	0.91	
Central Staff	359	0.1	3.7	18.7	33.4	41.8	1.8	0.5	4.2	0.87	
Parents	1791	1.9	6.3	22.3	25.7	33.4	10.0	0.4	3.9	1.04	
Board of Education (State & Local)	73	-	15.1	15.1	23.3	42.5	4.1	-	4.0	1.11	
Business/Industry (Management, Labor, News Media)	412	2.7	8.6	30.3	20.1	25.9	10.2	2.3	3.7	1.09	
General Public	2058	2.6	5.5	22.8	23.6	36.0	9.2	0.3	3.9	1.07	
Elected & Appointed Officials (County, State, & Federal)	114	2.6	10.5	14.0	26.3	39.5	5.3	1.8	4.0	1.13	
MSDE Staff	111	-	5.4	16.2	33.3	44.1	-	0.9	4.2	0.89	
Postsecondary Educators	208	1.0	3.8	19.7	29.8	43.7	1.9	-	4.1	0.93	
14. ABILITY TO APPLY KNOWLEDGE AND SKILLS TO THE SOLUTION OF REAL LIFE PROBLEMS											
Students	4626	1.0	1.5	9.2	15.1	68.9	4.2	0.1	4.6	0.81	F-test significant at 0.001 level.
School Staff	1228	0.1	0.6	3.9	12.2	82.0	0.6	0.6	4.8	0.55	
Central Staff	359	-	0.4	2.4	20.8	75.9	0.5	-	4.7	0.52	
Parents	1791	0.4	1.7	5.6	15.7	73.2	3.0	0.4	4.6	0.71	
Board of Education (State & Local)	73	-	-	6.8	15.1	76.7	-	1.4	4.7	0.59	
Business/Industry (Management, Labor, News Media)	412	0.8	1.3	11.0	23.4	59.4	2.9	1.3	4.4	0.81	
General Public	2058	0.3	1.0	6.2	14.0	75.0	3.0	0.3	4.7	0.69	
Elected & Appointed Officials (County, State, & Federal)	114	-	-	11.4	15.8	71.9	-	0.9	4.6	0.68	
MSDE Staff	111	-	0.9	1.8	20.7	74.8	0.9	0.9	4.7	0.54	
Postsecondary Educators	208	-	1.4	9.1	22.1	63.9	2.9	0.5	4.5	0.73	
15. KNOWLEDGE OF SCIENTIFIC CONCEPTS											
Students	4626	4.7	10.7	32.2	23.8	20.4	8.0	0.1	3.5	1.11	F-test significant at 0.001 level.
School Staff	1228	0.6	8.3	34.2	32.3	20.1	3.5	1.0	3.7	0.92	
Central Staff	359	0.6	6.1	43.4	27.5	19.9	1.8	0.8	3.6	0.90	
Parents	1791	1.4	6.7	31.6	27.0	25.1	7.8	0.4	3.7	0.99	
Board of Education (State & Local)	73	-	6.8	31.5	28.8	30.1	1.4	1.4	3.8	0.94	
Business/Industry (Management, Labor, News Media)	412	3.9	15.5	39.5	19.9	12.9	6.5	1.8	3.2	1.03	
General Public	2058	2.1	7.8	34.4	25.6	22.3	7.3	0.4	3.6	1.01	
Elected & Appointed Officials (County, State, & Federal)	114	-	6.1	43.9	28.1	18.4	2.6	0.9	3.6	0.86	
MSDE Staff	111	-	7.2	45.0	33.3	12.6	-	1.8	3.5	0.81	
Postsecondary Educators	208	-	7.2	24.5	34.6	30.3	1.9	1.4	3.9	0.93	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	[Barely Important] (2)	Moderately Important (3)	[Quite Important] (4)	Very Important (5)	No Opinion	No Response			
16. SKILLS REQUIRED FOR EMPLOYMENT IN THEIR SELECTED OCCUPATIONS BY STUDENTS PLANNING TO ENTER THE JOB MARKET											
Students	4626	1.4	2.2	10.8	17.8	61.3	6.3	0.1	4.4	0.90	F-test significant at 0.001 level.
School Staff	1228	0.6	2.0	6.1	21.5	64.1	5.0	0.8	4.6	0.76	
Central Staff	359	-	2.5	11.6	28.7	55.7	1.7	-	4.4	0.79	
Parents	1791	1.0	2.1	8.2	17.7	67.0	3.6	0.4	4.5	0.82	
Board of Education (State & Local)	73	-	1.4	6.8	19.2	71.2	-	1.4	4.6	0.68	
Business/Industry (Management, Labor, News Media)	412	0.9	2.5	12.7	21.8	59.5	2.0	0.6	4.4	0.87	
General Public	2058	0.7	1.9	9.9	16.1	68.2	2.9	0.4	4.5	0.81	
Elected & Appointed Officials (County, State, & Federal)	114	-	1.8	10.5	29.8	55.3	0.9	1.8	4.4	0.75	
MSDE Staff	111	-	0.9	11.7	33.3	54.1	-	-	4.4	0.73	
Postsecondary Educators	208	0.5	6.7	14.4	19.7	56.2	1.9	0.5	4.3	0.98	
17. KNOWLEDGE OF VARIED RESOURCES FOR INDEPENDENT STUDY											
Students	4626	2.0	5.1	25.9	26.4	32.3	8.1	0.1	3.9	1.02	F-test significant at 0.001 level.
School Staff	1228	0.5	5.1	21.2	34.3	33.8	4.5	0.8	4.0	0.91	
Central Staff	359	-	5.9	29.5	32.4	30.9	1.2	0.2	3.9	0.92	
Parents	1791	1.2	5.9	23.2	26.0	34.6	8.7	0.4	4.0	1.01	
Board of Education (State & Local)	73	1.4	6.8	20.5	34.2	32.9	2.7	1.4	3.9	0.98	
Business/Industry (Management, Labor, News Media)	412	3.9	15.4	32.8	18.2	16.9	11.0	1.8	3.3	1.11	
General Public	2058	2.4	5.9	26.5	24.2	32.5	8.0	0.4	3.9	1.06	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	9.6	31.6	28.9	18.4	7.9	2.6	3.6	0.96	
MSDE Staff	111	-	1.8	27.9	36.9	31.5	1.8	-	4.0	0.82	
Postsecondary Educators	208	1.0	3.8	19.2	37.5	34.1	3.8	0.5	4.1	0.90	
18. MASTERY OF READING SKILLS											
Students	4626	0.7	1.9	11.6	16.3	66.7	1.8	1.0	4.5	0.83	F-test significant at 0.001 level.
School Staff	1228	0.1	0.7	3.0	7.4	87.6	0.3	1.0	4.8	0.50	
Central Staff	359	-	0.8	2.6	18.7	77.5	0.5	-	4.7	0.54	
Parents	1791	0.1	0.5	4.0	8.1	84.5	1.4	1.6	4.8	0.52	
Board of Education (State & Local)	73	-	2.7	2.7	4.1	90.4	-	-	4.8	0.60	
Business/Industry (Management, Labor, News Media)	412	0.4	0.9	8.7	12.2	76.1	1.1	0.6	4.7	0.71	
General Public	2058	0.3	0.7	5.0	10.7	80.8	1.7	0.7	4.8	0.61	
Elected & Appointed Officials (County, State, & Federal)	114	-	-	2.6	13.2	83.3	-	0.9	4.8	0.45	
MSDE Staff	111	-	-	6.3	18.0	75.7	-	-	4.7	0.58	
Postsecondary Educators	208	-	0.5	3.4	11.1	85.1	-	-	4.8	0.50	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	[Barely Important] (2)	Moderately Important (3)	[Quite Important] (4)	Very Important (5)	No Opinion	No Response			
19. KNOWLEDGE OF CHILD DEVELOPMENT AND SKILL IN CHILD CARE											
Students	4626	3.4	8.0	26.2	20.2	35.7	5.9	0.6	3.8	1.14	F-test significant at 0.001 level.
School Staff	1228	1.8	9.3	27.2	23.2	31.5	5.9	1.1	3.8	1.08	
Central Staff	359	2.0	7.4	25.9	33.8	29.5	1.4	-	3.8	1.01	
Parents	1791	4.1	9.7	30.5	16.9	33.0	5.2	0.5	3.7	1.18	
Board of Education (State & Local)	73	1.4	17.8	30.1	19.2	23.3	6.8	1.4	3.5	1.11	
Business/Industry (Management, Labor, News Media)	412	5.6	14.5	35.0	14.0	19.1	10.3	1.4	3.3	1.16	
General Public	2058	3.1	9.7	27.7	20.7	33.0	5.3	0.4	3.8	1.14	
Elected & Appointed Officials (County, State, & Federal)	114	7.9	16.7	39.5	15.8	14.0	4.4	1.8	3.1	1.13	
MSDE Staff	111	0.9	8.1	35.1	34.2	18.0	0.9	2.7	3.6	0.91	
Postsecondary Educators	208	4.8	21.2	32.2	19.2	18.3	2.9	1.4	3.3	1.15	
20. SKILLS FOR MANAGING PERSONAL AND FAMILY FINANCES											
Students	4626	2.3	5.0	17.0	22.0	48.8	4.5	0.4	4.2	1.04	F-test significant at 0.001 level.
School Staff	1228	1.9	5.4	18.5	31.3	37.9	4.0	0.9	4.0	1.00	
Central Staff	359	0.1	3.2	23.4	35.9	36.1	1.4	-	4.1	0.86	
Parents	1791	2.1	5.9	20.1	18.8	48.7	4.0	0.4	4.1	1.07	
Board of Education (State & Local)	73	1.4	8.2	17.8	23.3	45.2	4.1	-	4.1	1.06	
Business/Industry (Management, Labor, News Media)	412	1.2	4.6	21.4	29.3	39.7	2.5	1.2	4.1	0.97	
General Public	2058	1.2	5.2	18.9	22.5	48.6	3.1	0.4	4.2	1.00	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	8.8	33.3	24.6	29.8	1.8	0.9	3.8	1.02	
MSDE Staff	111	-	3.6	29.7	27.0	36.0	1.8	1.8	4.0	0.91	
Postsecondary Educators	208	3.4	14.9	26.0	30.3	24.5	1.0	-	3.6	1.12	
21. DEVELOPMENT OF DESIRE FOR CONTINUED LEARNING											
Students	4626	1.7	4.5	18.2	20.5	49.8	4.9	0.4	4.2	1.02	F-test significant at 0.001 level.
School Staff	1228	0.3	1.8	14.2	25.5	56.6	1.2	0.5	4.4	0.82	
Central Staff	359	-	2.8	19.7	26.0	50.3	1.3	-	4.2	0.87	
Parents	1791	0.7	1.9	10.8	20.5	63.2	2.6	0.4	4.5	0.82	
Board of Education (State & Local)	73	-	2.7	15.1	20.5	60.3	1.4	-	4.4	0.84	
Business/Industry (Management, Labor, News Media)	412	1.1	3.0	23.9	26.9	41.3	2.5	1.3	4.1	0.95	
General Public	2058	0.9	2.4	14.4	21.3	56.9	3.6	0.4	4.4	0.89	
Elected & Appointed Officials (County, State, & Federal)	114	-	5.3	20.2	31.6	40.4	0.9	1.8	4.1	0.91	
MSDE Staff	111	-	4.5	21.6	36.0	36.0	-	1.8	4.1	0.88	
Postsecondary Educators	208	0.5	2.4	12.5	26.0	56.2	1.0	1.4	4.4	0.84	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	(Rarely Important) (2)	Moderately Important (3)	(Quite Important) (4)	Very Important (5)	No Opinion	No Response			
22. MASTERY OF COMPUTATIONAL SKILLS											
Students	4626	3.9	8.8	28.0	21.0	20.9	16.9	0.4	3.6	1.12	F-test significant at 0.001 level.
School Staff	1228	0.8	5.7	25.4	30.4	31.2	5.9	0.6	3.9	0.96	
Central Staff	359	-	7.5	27.8	34.8	25.8	0.7	0.4	3.9	0.92	
Parents	1791	2.8	7.8	29.4	23.9	23.5	12.3	0.4	3.7	1.06	
Board of Education (State & Local)	73	1.4	8.2	26.0	21.9	31.5	9.6	1.4	3.8	1.06	
Business/Industry (Management, Labor, News Media)	412	5.7	12.3	32.1	21.2	18.7	8.4	1.6	3.4	1.14	
General Public	2058	2.4	8.4	32.7	22.4	22.5	11.2	0.5	3.6	1.05	
Elected & Appointed Officials (County, State, & Federal)	114	4.4	10.5	39.5	18.4	20.2	6.1	0.9	3.4	1.09	
MSDE Staff	111	1.8	5.4	35.1	34.2	18.9	1.8	2.7	3.7	0.92	
Postsecondary Educators	208	1.4	10.1	29.8	31.2	22.1	4.8	0.5	3.7	1.00	
23. KNOWLEDGE OF FINE ARTS CONCEPTS											
Students	4626	12.2	17.5	33.6	14.9	13.4	8.0	0.4	3.0	1.21	F-test significant at 0.001 level.
School Staff	1228	1.8	15.5	40.0	27.9	11.7	2.4	0.6	3.3	0.93	
Central Staff	359	1.0	14.1	47.8	22.9	10.6	3.5	0.2	3.3	0.88	
Parents	1791	6.5	16.7	41.6	17.0	10.1	7.7	0.3	3.1	1.04	
Board of Education (State & Local)	73	2.7	23.3	43.8	13.7	9.6	5.5	1.4	3.0	0.96	
Business/Industry (Management, Labor, News Media)	412	12.8	28.1	34.1	10.5	4.7	7.8	1.7	2.6	1.03	
General Public	2058	7.6	15.3	40.8	17.1	11.4	7.5	0.4	3.1	1.08	
Elected & Appointed Officials (County, State, & Federal)	114	6.1	21.1	42.1	18.4	7.9	2.6	1.8	3.0	1.00	
MSDE Staff	111	1.8	23.4	43.2	20.7	9.0	0.9	0.9	3.1	0.94	
Postsecondary Educators	208	2.4	10.6	42.3	24.5	17.8	1.4	1.0	3.5	0.99	
24. ABILITY TO UNDERSTAND THE PROS AND CONS OF ISSUES											
Students	4626	2.4	4.4	18.7	22.8	41.6	9.7	0.4	4.1	1.05	F-test significant at 0.001 level.
School Staff	1228	0.5	2.4	14.4	29.2	50.5	2.2	1.0	4.3	0.83	
Central Staff	359	-	2.8	15.5	35.7	44.8	1.2	-	4.2	0.82	
Parents	1791	0.7	3.5	14.5	25.3	50.8	4.9	0.3	4.3	0.91	
Board of Education (State & Local)	73	-	5.5	12.3	30.1	49.3	2.7	-	4.3	0.89	
Business/Industry (Management, Labor, News Media)	412	2.6	3.2	20.1	27.0	42.4	3.1	1.6	4.1	1.01	
General Public	2058	1.0	2.7	16.9	24.8	50.1	4.1	0.5	4.3	0.91	
Elected & Appointed Officials (County, State, & Federal)	114	-	2.6	18.4	28.1	50.0	-	0.9	4.3	0.85	
MSDE Staff	111	-	2.7	11.7	33.3	51.4	-	0.9	4.4	0.79	
Postsecondary Educators	208	-	2.4	10.6	29.8	54.3	1.4	1.4	4.4	0.78	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	[Barely Important] (2)	Moderately Important (3)	[Quite Important] (4)	Very Important (5)	No Opinion	No Response			
25. ABILITY TO PRACTICE SOUND PERSONAL HEALTH HABITS											
Students	4626	1.9	4.7	16.4	20.4	51.6	4.5	0.4	4.2	1.03	F-test significant at 0.001 level.
School Staff	1228	0.3	1.2	9.2	25.4	62.1	0.9	0.9	4.5	0.74	
Central Staff	359	0.4	3.8	11.4	28.6	54.3	1.3	-	4.3	0.86	
Parents	1791	0.9	2.7	12.2	19.2	61.9	2.8	0.3	4.4	0.88	
Board of Education (State & Local)	73	-	5.5	15.1	24.7	52.1	-	2.7	4.3	0.92	
Business/Industry (Management, Labor, News Media)	412	0.9	5.2	16.7	22.0	51.5	1.9	1.8	4.2	0.98	
General Public	2058	0.9	2.7	12.0	20.0	60.3	3.5	0.5	4.4	0.88	
Elected & Appointed Officials (County, State, & Federal)	114	-	7.0	22.8	21.9	46.5	0.9	0.9	4.1	0.99	
MSDE Staff	111	-	5.4	12.6	31.5	49.5	-	0.9	4.3	0.88	
Postsecondary Educators	208	2.4	9.6	18.3	29.3	38.9	1.0	0.5	3.9	1.09	
26. UNDERSTANDING OF AND CONCERN FOR PROBLEMS OF SOCIETY (SUCH AS COMMUNITY IMPROVEMENTS, CRIME PREVENTION)											
Students	4626	1.2	3.0	13.8	21.3	56.3	3.9	0.4	4.3	0.93	F-test significant at 0.001 level.
School Staff	1228	0.1	1.5	10.6	30.4	54.7	2.0	0.8	4.4	0.75	
Central Staff	359	0.4	2.9	16.0	30.0	49.8	0.8	-	4.3	0.87	
Parents	1791	0.5	3.2	15.0	22.4	56.2	2.4	0.3	4.3	0.89	
Board of Education (State & Local)	73	1.4	8.2	17.8	20.5	50.7	-	1.4	4.1	1.07	
Business/Industry (Management, Labor, News Media)	412	1.6	5.9	18.3	26.6	45.2	1.8	0.6	4.1	1.02	
General Public	2058	0.7	2.9	13.7	22.8	56.7	2.7	0.3	4.4	0.88	
Elected & Appointed Officials (County, State, & Federal)	114	1.8	0.9	22.8	30.7	41.2	1.8	0.9	4.1	0.92	
MSDE Staff	111	-	1.8	11.7	39.6	44.1	-	2.7	4.3	0.75	
Postsecondary Educators	208	-	4.3	22.1	33.2	38.5	0.5	1.4	4.1	0.89	
27. MASTERY OF MECHANICAL SKILLS OF WRITING											
Students	4626	5.1	10.8	30.1	22.4	24.3	6.9	0.4	3.5	1.16	F-test significant at 0.001 level.
School Staff	1228	0.9	7.2	25.9	31.3	32.1	1.9	0.6	3.9	0.98	
Central Staff	359	0.2	7.9	35.6	30.8	24.4	1.1	-	3.7	0.93	
Parents	1791	1.9	8.4	30.3	22.0	31.3	5.7	0.3	3.8	1.07	
Board of Education (State & Local)	73	-	16.4	27.4	16.4	37.0	2.7	-	3.8	1.13	
Business/Industry (Management, Labor, News Media)	412	2.3	7.1	34.6	22.9	28.1	3.1	1.9	3.7	1.05	
General Public	2058	2.9	8.7	31.3	23.2	28.2	5.1	0.6	3.7	1.09	
Elected & Appointed Officials (County, State, & Federal)	114	2.6	13.2	31.6	25.4	24.6	1.8	0.9	3.6	1.09	
MSDE Staff	111	1.8	9.0	33.3	27.0	27.9	-	0.9	3.7	1.03	
Postsecondary Educators	208	0.5	6.2	30.3	26.0	36.1	0.5	0.5	3.9	0.98	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x̄)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	[Barely Important] (2)	Moderately Important (3)	[Quite Important] (4)	Very Important (5)	No Opinion	No Response			
28. MASTERY OF SKILLS IN LISTENING TO COMPREHEND THE IDEAS OF OTHERS											
Students	4626	1.2	3.9	16.0	24.1	49.5	4.0	1.3	4.2	0.96	F-test significant at 0.001 level.
School Staff	1228	0.1	0.8	5.8	24.4	66.4	0.7	1.7	4.6	0.65	
Central Staff	359	-	1.3	9.7	32.3	55.3	1.0	0.3	4.4	0.72	
Parents	1791	0.3	1.6	9.2	18.4	47.4	1.8	21.2	4.4	0.81	
Board of Education (State & Local)	73	-	4.1	8.2	31.5	54.8	1.4	-	4.4	0.81	
Business/Industry (Management, Labor, News Media)	412	0.6	2.1	17.2	28.3	48.0	2.5	1.3	4.3	0.87	
General Public	2058	0.7	1.6	11.9	22.7	59.3	2.9	0.8	4.4	0.83	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	1.8	17.5	29.8	47.4	0.9	1.8	4.2	0.87	
MSDE Staff	111	-	0.9	10.8	37.8	50.5	-	-	4.4	0.71	
Postsecondary Educators	208	-	1.0	9.6	26.4	60.6	1.4	1.0	4.5	0.71	
29. KNOWLEDGE OF PERSONAL, PHYSICAL AND MENTAL HEALTH											
Students	4626	1.0	3.5	13.1	21.0	58.2	2.6	0.6	4.4	0.92	F-test significant at 0.001 level.
School Staff	1228	0.3	1.7	12.7	32.3	50.5	1.7	0.8	4.3	0.79	
Central Staff	359	-	2.4	16.1	34.4	46.1	1.0	-	4.2	0.81	
Parents	1791	0.4	3.5	16.0	24.5	52.8	1.6	1.2	4.3	0.90	
Board of Education (State & Local)	73	-	6.8	23.3	19.2	49.3	1.4	-	4.1	1.00	
Business/Industry (Management, Labor, News Media)	412	1.3	6.0	28.1	23.7	37.6	2.4	1.0	3.9	1.02	
General Public	2058	0.5	3.5	15.2	23.3	54.7	2.6	0.3	4.3	0.90	
Elected & Appointed Officials (County, State, & Federal)	114	-	4.4	27.2	32.5	34.2	-	1.8	4.0	0.90	
MSDE Staff	111	-	4.5	20.7	36.0	36.9	-	1.8	4.1	0.87	
Postsecondary Educators	208	1.4	6.2	29.8	30.3	30.8	0.5	1.0	3.8	0.99	
30. ABILITY TO DEVELOP A PERSONAL VALUE SYSTEM											
Students	4626	2.2	4.5	17.3	21.9	44.8	8.7	0.6	4.1	1.04	F-test significant at 0.001 level.
School Staff	1228	0.3	1.4	7.0	22.8	66.3	1.8	0.4	4.6	0.71	
Central Staff	359	0.8	1.5	7.6	24.8	64.2	1.0	0.2	4.5	0.76	
Parents	1791	1.3	2.8	11.6	23.6	55.9	4.2	0.5	4.4	0.90	
Board of Education (State & Local)	73	1.4	6.8	12.3	27.4	49.3	2.7	-	4.2	1.00	
Business/Industry (Management, Labor, News Media)	412	1.6	3.2	20.9	24.2	43.3	5.0	1.7	4.1	0.99	
General Public	2058	0.8	2.4	13.1	20.5	57.6	5.2	0.4	4.4	0.88	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	6.1	14.9	27.2	43.9	2.6	4.4	4.2	0.98	
MSDE Staff	111	1.8	2.7	9.9	27.9	56.8	0.9	-	4.4	0.90	
Postsecondary Educators	208	2.4	5.3	17.8	16.8	52.4	3.8	1.4	4.2	1.08	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	(Barely Important) (2)	Moderately Important (3)	(Quite Important) (4)	Very Important (5)	No Opinion	No Response			
31. DEVELOPMENT OF CONCERN FOR OTHERS											
Students	4626	1.3	1.0	14.2	20.3	56.8	3.8	0.6	4.3	0.94	F-test significant at 0.001 level.
School Staff	1228	0.3	0.9	6.1	20.0	71.2	0.8	0.6	4.6	0.68	
Central Staff	359	-	1.1	7.4	26.6	64.0	0.7	-	4.5	0.69	
Parents	1791	0.7	1.5	11.4	25.2	58.3	2.3	0.5	4.4	0.81	
Board of Education (State & Local)	73	-	5.5	13.7	21.9	58.9	-	-	4.3	0.91	
Business/Industry (Management, Labor, News Media)	412	1.4	2.2	18.0	25.7	49.5	2.1	1.0	4.2	0.93	
General Public	2058	0.7	1.9	11.8	21.4	61.4	2.5	0.3	4.4	0.83	
Elected & Appointed Officials (County, State, & Federal)	114	-	3.5	10.5	31.6	50.0	1.8	2.6	4.3	0.82	
MSDE Staff	111	-	0.9	9.9	30.6	56.8	0.9	0.9	4.5	0.71	
Postsecondary Educators	208	1.0	3.8	16.3	26.0	49.5	1.9	1.4	4.2	0.94	
32. ABILITY TO EFFECTIVELY PLAN THE USE OF TIME											
Students	4626	3.6	6.7	23.0	25.8	35.4	4.8	0.6	3.9	1.11	F-test significant at 0.001 level.
School Staff	1228	0.4	1.7	12.9	30.8	52.0	1.6	0.7	4.4	0.81	
Central Staff	359	0.4	2.8	18.6	37.2	40.1	0.9	-	4.2	0.85	
Parents	1791	0.7	2.6	17.2	26.6	50.0	2.5	0.5	4.3	0.89	
Board of Education (State & Local)	73	-	6.8	15.1	26.0	49.3	2.7	-	4.2	0.95	
Business/Industry (Management, Labor, News Media)	412	0.8	4.1	19.7	31.0	41.3	2.1	0.9	4.1	0.93	
General Public	2058	1.1	3.6	19.3	25.4	46.7	3.6	0.4	4.2	0.95	
Elected & Appointed Officials (County, State, & Federal)	114	-	2.6	20.2	36.0	38.6	-	2.6	4.1	0.83	
MSDE Staff	111	-	0.9	24.3	36.0	36.0	0.9	1.8	4.1	0.80	
Postsecondary Educators	208	1.0	4.3	26.4	28.4	38.5	0.5	1.0	4.0	0.96	
33. ABILITY TO STUDY INDEPENDENTLY											
Students	4626	1.5	3.4	15.9	21.9	53.0	3.7	0.6	4.3	0.97	F-test significant at 0.001 level.
School Staff	1228	0.4	2.9	10.9	28.9	54.5	1.0	1.3	4.4	0.83	
Central Staff	359	0.1	3.6	19.0	35.4	39.5	2.0	0.4	4.1	0.86	
Parents	1791	0.8	2.3	11.9	24.5	57.4	2.6	0.5	4.4	0.85	
Board of Education (State & Local)	73	-	1.4	16.4	32.9	49.3	-	-	4.3	0.79	
Business/Industry (Management, Labor, News Media)	412	1.4	5.8	26.2	26.0	35.1	4.4	1.0	3.9	1.01	
General Public	2058	0.7	2.1	13.2	24.4	55.7	3.5	0.4	4.4	0.85	
Elected & Appointed Officials (County, State, & Federal)	114	-	1.8	21.1	32.5	42.1	0.9	1.8	4.2	0.83	
MSDE Staff	111	-	2.7	18.0	30.6	48.6	-	-	4.2	0.84	
Postsecondary Educators	208	0.5	1.9	13.9	27.4	55.3	-	1.0	4.4	0.83	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	(2)	(3)	(4)	Very Important (5)	No Opinion	No Response			
14. KNOWLEDGE OF JOB REQUIREMENTS OF MAJOR OCCUPATIONAL FIELDS											
Students	4626	1.5	3.6	14.7	22.1	51.1	6.4	0.6	4.3	0.97	F-test significant at 0.001 level.
School Staff	1228	1.7	6.1	22.0	29.3	34.2	6.2	0.5	4.0	1.01	
Central Staff	359	0.8	6.0	31.9	32.1	26.8	2.4	-	3.8	0.94	
Parents	1791	0.8	4.4	19.3	23.2	48.3	3.6	0.5	4.2	0.96	
Board of Education (State & Local)	73	-	11.0	23.3	27.4	35.6	2.7	-	3.9	1.02	
Business/Industry (Management, Labor, News Media)	412	2.1	8.5	29.6	31.6	26.7	3.9	1.5	3.7	1.04	
General Public	2038	1.4	5.9	19.8	25.1	43.6	4.2	0.3	4.1	1.02	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	5.3	36.2	28.3	29.8	1.8	1.8	3.8	0.96	
MSDE Staff	111	1.9	2.7	25.9	36.2	31.5	-	0.9	3.9	0.94	
Postsecondary Educators	209	2.4	11.5	34.1	24.5	23.1	1.0	1.4	3.5	1.07	
15. MASTERY OF SKILLS IN ORAL EXPRESSION											
Students	4626	2.4	5.5	22.1	24.7	38.1	6.6	0.6	4.0	1.06	F-test significant at 0.001 level.
School Staff	1228	0.1	1.9	14.3	34.1	47.8	1.2	0.5	4.3	0.80	
Central Staff	359	0.1	1.2	17.4	42.2	38.2	0.7	0.2	4.2	0.76	
Parents	1791	0.5	1.2	14.5	28.9	50.2	4.4	0.5	4.3	0.88	
Board of Education (State & Local)	73	1.4	2.7	12.3	27.4	54.8	1.4	-	4.3	0.90	
Business/Industry (Management, Labor, News Media)	412	-	3.3	24.3	30.3	36.9	3.6	1.0	4.1	0.89	
General Public	2038	0.7	2.2	19.1	26.4	47.2	4.0	0.4	4.2	0.89	
Elected & Appointed Officials (County, State, & Federal)	114	-	4.4	22.8	33.3	37.7	-	1.8	4.1	0.89	
MSDE Staff	111	-	0.9	11.7	29.0	47.7	-	-	4.3	0.72	
Postsecondary Educators	209	-	1.0	14.4	30.1	53.4	-	1.0	4.4	0.76	
16. MASTERY OF SKILLS IN THE WRITTEN EXPRESSION OF ONES VIEWS AND THOSE OF OTHERS											
Students	4626	2.4	6.8	23.4	25.7	33.8	7.1	0.6	3.9	1.07	F-test significant at 0.001 level.
School Staff	1228	0.6	3.9	19.3	34.9	38.9	1.7	0.8	4.1	0.89	
Central Staff	359	0.1	4.3	29.1	39.3	29.2	0.9	0.2	3.9	0.86	
Parents	1791	0.8	3.5	19.6	26.7	44.9	4.0	0.5	4.2	0.93	
Board of Education (State & Local)	73	1.4	4.1	18.4	23.3	53.4	1.4	-	4.2	0.97	
Business/Industry (Management, Labor, News Media)	412	0.7	8.1	27.5	29.8	29.8	4.0	1.0	3.8	0.99	
General Public	2038	1.1	3.2	21.9	29.2	39.9	4.4	0.3	4.1	0.94	
Elected & Appointed Officials (County, State, & Federal)	114	-	4.4	28.9	28.1	36.0	0.9	1.8	4.0	0.92	
MSDE Staff	111	-	1.8	28.8	38.9	38.7	0.9	-	4.1	0.81	
Postsecondary Educators	209	-	1.9	13.0	31.2	52.9	0.5	0.5	4.4	0.78	

TABLE A.1: IMPORTANCE OF EDUCATIONAL GOALS BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Important (1)	[Barely Important] (2)	Moderately Important (3)	[Quite Important] (4)	Very Important (5)	No Opinion	No Response			
37. KNOWLEDGE OF THE EDUCATIONAL PREPARATION REQUIRED FOR MAJOR OCCUPATIONAL FIELD											
Students	4626	1.5	3.0	14.9	20.7	49.9	9.4	0.6	4.3	0.97	F-test significant at 0.001 level.
School Staff	1228	1.2	6.5	17.8	31.2	36.4	5.8	1.1	4.0	0.99	
Central Staff	359	0.6	6.4	22.7	35.3	33.4	1.4	0.2	4.0	0.94	
Parents	1791	1.0	4.2	17.9	24.7	46.7	4.9	0.5	4.2	0.96	
Board of Education (State & Local)	73	-	8.2	23.3	20.5	45.2	1.4	1.4	4.1	1.02	
Business/Industry (Management, Labor, News Media)	412	1.5	5.4	26.0	26.7	32.2	5.9	2.3	3.9	1.00	
General Public	2058	1.4	3.7	15.5	23.8	49.3	5.6	0.8	4.2	0.96	
Elected & Appointed Officials (County, State, & Federal)	114	-	7.0	17.5	37.7	30.7	4.4	2.6	4.0	0.91	
MSDE Staff	111	0.9	0.9	26.1	36.0	35.1	0.9	-	4.0	0.86	
Postsecondary Educators	208	2.4	12.0	22.1	30.8	31.2	1.0	0.5	3.8	1.09	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	(Barely Attained) (2)	Moderately Attained (3)	(Quite Well Attained) (4)	Attained to Great Degree (5)	No Opinion	No Response			
1. ABILITY TO ARRIVE AT INDEPENDENT DECISIONS											
Students	4626	3.3	8.0	38.9	16.6	18.7	14.1	0.4	3.5	1.05	F-test significant at 0.001 level.
School Staff	1228	4.2	20.4	49.9	11.6	6.4	5.8	1.7	3.0	0.89	
Central Staff	359	3.0	23.0	50.6	9.5	4.1	8.5	1.3	2.9	0.81	
Parents	1791	3.4	11.4	42.9	9.9	12.5	18.5	1.4	3.2	1.01	
Board of Education (State & Local)	73	-	15.1	50.7	15.1	8.2	11.0	-	3.2	0.82	
Business/Industry (Management, Labor, News Media)	412	10.1	27.8	28.9	4.7	4.0	20.0	4.5	2.5	0.98	
General Public	2058	4.2	12.0	34.4	10.0	13.8	24.1	1.4	3.2	1.10	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	24.6	40.4	3.5	4.4	22.8	3.5	2.8	0.79	
MSDE Staff	111	0.9	27.0	48.6	4.5	5.4	13.5	-	2.8	0.79	
Postsecondary Educators	208	6.2	30.3	36.1	5.3	3.8	16.3	1.9	2.6	0.89	
2. UNDERSTANDING OF HOW MEMBERS OF A FAMILY FUNCTION UNDER DIFFERENT FAMILY PATTERNS											
Students	4626	14.7	15.6	26.0	11.2	10.7	21.6	0.1	2.8	1.27	F-test significant at 0.001 level.
School Staff	1228	9.4	26.2	34.4	10.1	3.9	14.3	1.8	2.7	0.98	
Central Staff	359	7.3	36.6	33.4	6.9	1.6	13.3	1.0	2.5	0.83	
Parents	1791	8.2	17.5	31.2	8.6	5.6	28.4	0.5	2.8	1.05	
Board of Education (State & Local)	73	1.4	20.5	47.9	4.1	8.2	17.8	-	3.0	0.88	
Business/Industry (Management, Labor, News Media)	412	14.6	21.6	19.9	2.7	0.9	33.8	6.6	2.2	0.92	
General Public	2058	10.5	15.3	26.6	6.7	7.1	32.7	1.0	2.8	1.16	
Elected & Appointed Officials (County, State, & Federal)	114	8.8	31.6	21.9	2.6	1.8	28.1	5.3	2.4	0.85	
MSDE Staff	111	9.9	35.1	30.6	3.6	4.5	16.2	-	2.5	0.95	
Postsecondary Educators	208	11.5	24.5	22.1	6.2	2.9	29.8	2.9	2.5	1.02	
3. KNOWLEDGE OF LANGUAGE CONCEPTS											
Students	4626	5.5	10.1	32.3	19.4	17.1	15.4	0.1	3.4	1.13	F-test significant at 0.001 level.
School Staff	1228	2.4	22.8	41.8	19.8	5.3	6.4	1.5	3.0	0.89	
Central Staff	359	1.9	24.4	43.0	17.5	1.1	10.6	1.5	2.9	0.78	
Parents	1791	6.2	17.4	35.0	12.3	6.6	22.1	0.4	2.9	1.02	
Board of Education (State & Local)	73	4.1	26.0	45.2	11.0	2.7	11.0	-	2.8	0.83	
Business/Industry (Management, Labor, News Media)	412	13.9	26.7	24.6	2.5	0.6	24.2	7.5	2.3	0.85	
General Public	2058	6.6	16.5	30.3	10.7	6.6	28.1	1.1	2.9	1.06	
Elected & Appointed Officials (County, State, & Federal)	114	5.3	28.1	29.8	9.6	1.8	19.3	6.1	2.7	0.88	
MSDE Staff	111	4.5	19.8	52.3	9.0	6.3	8.1	-	2.9	0.88	
Postsecondary Educators	208	9.1	32.2	32.2	8.7	1.9	13.0	2.9	2.5	0.90	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	(Barely Attained) (2)	Moderately Attained (3)	(Quite Well Attained) (4)	Attained to Great Degree (5)	No Opinion	No Response			
4. KNOWLEDGE OF SOCIAL STUDIES CONCEPTS											
Students	4626	2.6	7.9	12.3	22.9	19.2	14.9	0.1	3.6	1.01	* F-test significant at 0.001 level.
School Staff	1228	1.9	18.3	41.4	21.7	5.7	9.5	1.6	3.1	0.89	
Central Staff	359	1.1	20.8	46.4	13.9	2.1	14.3	1.4	2.9	0.75	
Parents	1791	1.9	12.8	39.0	18.2	8.4	19.2	0.4	3.2	0.92	
Board of Education (State & Local)	73	-	16.4	49.3	21.9	4.1	8.2	-	3.2	0.76	
Business/Industry (Management, Labor, News Media)	412	5.6	24.4	31.9	6.8	1.5	22.4	7.4	2.6	0.83	
General Public	2036	2.0	12.9	33.5	14.1	8.8	27.5	1.1	3.2	0.97	
Elected & Appointed Officials (County, State, & Federal)	114	0.9	25.1	36.0	12.3	2.6	14.9	5.3	2.9	0.81	
MSDE Staff	111	3.6	15.3	56.8	10.8	6.3	6.3	0.9	3.0	0.84	
Postsecondary Educators	208	2.9	22.1	34.1	16.3	2.9	17.3	4.3	2.9	0.88	
5. KNOWLEDGE OF THE PERSONAL AND SOCIAL CONSEQUENCES OF CRITICAL HEALTH PROBLEMS, (SUCH AS SMOKING, DRUG ABUSE, ALCOHOL, WORK HAZARDS)											
Students	4626	6.2	10.5	21.9	18.3	29.9	13.0	0.1	3.6	1.26	* F-test significant at 0.001 level.
School Staff	1228	4.1	22.[illegible]	35.1	20.5	7.5	9.2	1.3	3.1	1.00	
Central Staff	359	3.8	28.6	37.7	15.2	3.6	9.9	1.3	2.9	0.90	
Parents	1791	4.3	13.6	27.1	17.6	16.6	18.3	0.4	3.4	1.17	
Board of Education (State & Local)	73	1.4	13.7	43.8	24.7	6.8	9.6	-	3.2	0.83	
Business/Industry (Management, Labor, News Media)	412	10.2	27.6	23.4	11.2	4.4	16.3	7.0	2.6	1.06	
General Public	2036	5.5	14.9	22.8	12.8	18.1	24.3	1.1	3.1	1.25	
Elected & Appointed Officials (County, State, & Federal)	114	8.8	24.6	26.3	14.9	6.1	14.0	5.3	2.8	1.09	
MSDE Staff	111	6.3	28.8	34.2	13.3	7.2	7.2	0.9	2.9	1.01	
Postsecondary Educators	208	4.8	21.6	33.7	14.4	7.7	14.9	2.9	3.0	1.02	
6. QUALIFICATIONS REQUIRED FOR ACCEPTANCE OF STUDENTS PLANNING TO CONTINUE THEIR STUDIES INTO THE COLLEGE(S) OF THEIR CHOICE											
Students	4626	6.3	9.9	21.3	18.6	21.8	20.0	0.1	3.5	1.21	* F-test significant at 0.001 level.
School Staff	1228	4.0	12.9	32.5	19.9	11.7	17.5	1.5	3.3	1.05	
Central Staff	359	1.8	15.1	29.7	31.2	10.4	10.9	1.8	3.9	0.97	
Parents	1791	4.8	12.3	26.0	16.6	13.8	26.0	0.4	3.3	1.15	
Board of Education (State & Local)	73	2.7	9.6	35.6	24.7	19.2	8.2	-	3.5	1.01	
Business/Industry (Management, Labor, News Media)	412	4.4	19.8	26.8	13.2	5.3	24.0	6.6	2.9	1.02	
General Public	2036	4.3	12.0	23.9	13.4	14.6	28.4	1.1	3.3	1.17	
Elected & Appointed Officials (County, State, & Federal)	114	1.8	17.5	27.2	21.9	8.8	18.4	4.4	3.2	1.00	
MSDE Staff	111	0.9	13.3	32.4	33.3	12.6	7.2	-	3.5	0.93	
Postsecondary Educators	208	2.4	16.8	34.6	17.3	7.7	18.7	2.4	3.1	0.96	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance
		Not at all Attained (1)	(Barely Attained) (2)	Moderately Attained (3)	(Quite Well Attained) (4)	Attained to Great Degree (5)	No Opinion	No Response			
7. KNOWLEDGE OF ENVIRONMENTAL SCIENCES											
Students	4626	4.6	12.7	31.6	20.1	14.4	16.5	0.1	3.3	1.09	F-test significant at 0.001 level.
School Staff	1228	2.6	22.4	39.6	17.6	3.5	12.6	1.6	3.0	0.87	
Central Staff	359	1.9	27.0	44.2	10.8	1.5	13.2	1.5	2.8	0.75	
Parents	1791	3.3	16.2	33.3	17.1	6.8	22.9	0.4	3.1	0.98	
Board of Education (State & Local)	73	4.1	16.4	42.5	17.8	4.1	12.3	2.7	3.0	0.89	
Business/Industry (Management, Labor, News Media)	412	8.4	23.4	26.8	6.2	1.6	25.5	8.2	2.5	0.91	
General Public	2058	5.1	13.7	30.6	13.9	7.0	28.6	1.1	3.1	1.04	
Elected & Appointed Officials (County, State, & Federal)	114	7.0	21.1	32.5	9.6	2.6	22.8	4.4	2.7	0.94	
MSDE Staff	111	6.3	26.1	41.4	10.8	3.6	11.7	-	2.8	0.90	
Postsecondary Educators	208	4.3	25.5	32.7	13.0	2.4	18.7	3.4	2.8	0.89	
8. KNOWLEDGE OF MATHEMATICAL CONCEPTS											
Students	4626	2.0	6.4	24.5	23.6	29.8	13.6	0.1	3.5	1.05	F-test significant at 0.001 level.
School Staff	1228	1.1	16.9	37.4	24.9	7.9	10.1	1.7	3.2	0.91	
Central Staff	359	0.7	18.0	44.1	20.9	2.3	12.7	1.3	3.1	0.76	
Parents	1791	3.0	12.9	29.0	20.5	16.0	18.2	0.4	3.4	1.08	
Board of Education (State & Local)	73	-	17.8	49.3	13.7	9.6	8.2	1.4	3.2	0.86	
Business/Industry (Management, Labor, News Media)	412	7.5	25.5	33.1	8.3	2.0	17.4	6.1	2.6	0.90	
General Public	2058	2.7	12.2	29.0	17.5	13.1	24.4	1.1	3.4	1.06	
Elected & Appointed Officials (County, State, & Federal)	114	3.5	17.5	30.7	19.3	4.4	18.4	6.1	3.0	0.95	
MSDE Staff	111	1.8	17.1	49.5	15.3	7.2	8.1	0.9	3.1	0.86	
Postsecondary Educators	208	5.3	21.6	36.5	12.5	6.7	15.4	1.9	2.9	0.99	
9. CONCERN FOR THE USE AND ABUSE OF ENVIRONMENTAL RESOURCES											
Students	4626	7.9	15.1	26.5	16.0	18.2	16.2	0.1	3.3	1.25	F-test significant at 0.001 level.
School Staff	1228	6.8	24.1	35.3	16.8	4.3	11.3	1.4	2.9	0.98	
Central Staff	359	8.0	30.4	37.7	10.3	0.7	11.6	1.4	2.6	0.84	
Parents	1791	5.6	14.7	28.1	16.3	11.5	23.4	0.4	3.2	1.13	
Board of Education (State & Local)	73	4.1	24.7	38.4	11.0	6.8	13.7	1.4	2.9	0.96	
Business/Industry (Management, Labor, News Media)	412	9.2	24.5	26.8	9.2	2.8	19.9	7.5	2.6	0.99	
General Public	2058	7.5	15.9	23.1	13.1	11.2	28.1	1.0	3.1	1.21	
Elected & Appointed Officials (County, State, & Federal)	114	7.9	26.3	21.9	12.3	4.4	22.8	4.4	2.7	1.06	
MSDE Staff	111	13.5	35.1	29.7	7.2	5.4	9.0	-	2.5	1.03	
Postsecondary Educators	208	6.7	25.0	29.8	12.5	4.8	18.3	2.9	2.8	1.01	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of (*) Significance
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
10. DEVELOPMENT OF SELF-RESPECT											
Students	4626	8.6	13.0	20.5	16.3	26.4	15.0	0.1	3.5	1.34	F-test significant at 0.001 level.
School Staff	1228	5.1	26.5	36.3	15.5	7.8	7.4	1.5	2.9	1.01	
Central Staff	359	4.8	33.0	39.9	9.5	2.0	9.4	1.4	2.7	0.82	
Parents	1791	8.1	15.4	27.6	11.8	15.8	20.9	0.4	3.2	1.24	
Board of Education (State & Local)	73	8.2	27.4	34.2	9.6	5.5	15.1	-	2.7	1.00	
Business/Industry (Management, Labor, News Media)	412	14.9	22.1	26.0	7.8	5.1	17.5	6.6	2.6	1.12	
General Public	2058	9.5	16.0	20.7	10.8	16.1	26.0	0.9	3.1	1.32	
Elected & Appointed Officials (County, State, & Federal)	114	10.5	25.4	28.1	7.9	5.3	18.4	4.4	2.6	1.06	
MSDE Staff	111	6.3	30.6	36.9	7.2	5.4	11.7	1.8	2.7	0.95	
Postsecondary Educators	208	12.0	24.0	30.3	4.8	6.7	18.7	3.4	2.6	1.09	
11. ABILITY TO USE LEISURE TIME IN CONSTRUCTIVE ACTIVITIES											
Students	4626	12.4	16.5	27.1	13.7	13.8	16.4	0.1	3.0	1.27	F-test significant at 0.001 level.
School Staff	1228	11.6	32.1	29.8	10.4	3.9	11.0	1.2	2.6	1.01	
Central Staff	359	12.5	35.0	34.2	4.1	1.2	11.7	1.3	2.4	0.84	
Parents	1791	13.0	19.3	27.0	9.3	8.2	22.7	0.4	2.8	1.19	
Board of Education (State & Local)	73	11.0	26.0	28.8	8.2	5.5	19.2	1.4	2.6	1.06	
Business/Industry (Management, Labor, News Media)	412	15.8	25.1	21.2	3.4	2.2	25.0	7.1	2.3	0.98	
General Public	2058	13.1	17.4	22.1	8.8	8.9	28.6	1.0	2.8	1.25	
Elected & Appointed Officials (County, State, & Federal)	114	12.3	34.2	19.3	3.5	2.6	21.9	6.1	2.3	0.93	
MSDE Staff	111	8.1	44.1	25.2	5.4	3.6	13.5	-	2.4	0.90	
Postsecondary Educators	208	15.9	35.1	17.3	5.8	2.4	21.2	2.4	2.3	0.97	
12. ABILITY TO USE LEISURE TIME IN A PERSONALLY SATISFYING MANNER											
Students	4626	14.0	13.7	22.7	14.7	18.0	16.8	0.1	3.1	1.37	F-test significant at 0.001 level.
School Staff	1228	9.9	30.8	28.1	11.9	3.2	14.8	1.3	2.6	0.99	
Central Staff	359	9.8	33.0	35.5	6.0	1.0	13.6	1.3	2.5	0.83	
Parents	1791	10.1	19.8	25.0	10.1	8.4	26.3	0.4	2.8	1.18	
Board of Education (State & Local)	73	5.5	26.0	23.3	11.0	6.8	26.0	1.4	2.8	1.08	
Business/Industry (Management, Labor, News Media)	412	9.2	21.0	24.1	4.5	5.3	29.0	6.9	2.6	1.08	
General Public	2058	10.8	16.4	21.1	10.4	9.1	31.1	1.0	2.9	1.24	
Elected & Appointed Officials (County, State, & Federal)	114	8.8	27.2	25.4	3.5	3.5	26.3	5.3	2.5	0.96	
MSDE Staff	111	8.1	36.0	25.2	9.9	5.4	15.3	-	2.6	1.02	
Postsecondary Educators	208	13.5	29.3	19.7	6.2	3.8	24.0	3.4	2.4	1.05	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
13. KNOWLEDGE OF OPPOSING VALUE SYSTEMS AND THEIR INFLUENCE ON THE INDIVIDUAL AND SOCIETY (SUCH AS ECOLOGY VERSUS EXPLOITATION OF RESOURCES, INDIVIDUAL FREEDOM VERSUS GROUP INTEREST)											
Students	4626	8.8	15.2	24.9	13.4	10.0	27.5	0.1	3.0	1.20	F-test significant at 0.001 level.
School Staff	1228	12.2	26.3	28.9	8.9	1.8	20.5	1.4	2.5	0.97	
Central Staff	359	12.4	34.0	29.3	7.9	0.3	14.8	1.3	2.4	0.56	
Parents	1791	8.4	18.3	25.3	8.2	5.3	34.0	0.4	2.8	1.09	
Board of Education (State & Local)	73	11.0	23.3	24.7	13.7	4.1	21.9	1.4	2.7	1.08	
Business/Industry (Management, Labor, News Media)	412	15.6	21.8	21.6	4.4	1.2	28.8	6.7	2.3	0.96	
General Public	2058	10.7	16.5	21.0	8.3	6.4	36.1	0.9	2.7	1.19	
Elected & Appointed Officials (County, State, & Federal)	114	14.9	35.1	11.4	4.4	1.8	27.2	5.3	2.2	0.93	
MSDE Staff	111	13.5	28.8	30.6	7.2	4.5	14.4	0.9	2.5	1.03	
Postsecondary Educators	208	15.4	32.2	23.6	5.3	2.9	18.3	2.4	2.4	0.98	
14. ABILITY TO APPLY KNOWLEDGE AND SKILLS TO THE SOLUTION OF REAL LIFE PROBLEMS											
Students	4626	7.7	12.8	26.2	17.6	19.9	15.7	0.1	3.4	1.25	F-test significant at 0.001 level.
School Staff	1228	7.5	30.8	33.3	11.9	4.1	11.0	1.5	2.7	0.96	
Central Staff	359	6.4	36.0	38.4	5.6	1.9	10.4	1.3	2.6	0.80	
Parents	1791	10.1	18.5	27.0	10.3	10.2	23.4	0.4	2.9	1.20	
Board of Education (State & Local)	73	4.1	28.8	34.2	13.7	4.1	13.7	1.4	2.8	0.93	
Business/Industry (Management, Labor, News Media)	412	15.2	29.8	22.6	3.3	2.7	20.1	6.4	2.3	0.96	
General Public	2058	9.3	18.6	21.8	10.0	11.4	27.8	0.9	2.9	1.25	
Elected & Appointed Officials (County, State, & Federal)	114	10.5	28.9	25.4	5.3	3.5	21.1	5.3	2.5	0.98	
MSDE Staff	111	7.2	38.7	30.6	8.1	6.3	8.1	0.9	2.6	0.99	
Postsecondary Educators	208	13.9	33.2	24.0	2.4	2.9	20.7	2.9	2.3	0.93	
15. KNOWLEDGE OF SCIENTIFIC CONCEPTS											
Students	4626	3.9	12.8	31.3	19.6	14.2	17.9	0.1	3.3	1.08	F-test significant at 0.001 level.
School Staff	1228	3.1	21.9	39.3	16.3	4.3	13.7	1.5	3.0	0.89	
Central Staff	359	1.8	23.3	42.4	14.1	1.2	15.5	1.8	2.9	0.76	
Parents	1791	3.7	15.7	33.9	14.0	6.7	25.6	0.4	3.1	0.98	
Board of Education (State & Local)	73	1.4	24.7	39.7	11.0	9.6	12.3	1.4	3.0	0.96	
Business/Industry (Management, Labor, News Media)	412	5.6	25.0	28.5	6.2	2.1	26.3	6.4	2.6	0.88	
General Public	2058	3.5	14.8	30.8	12.9	6.7	30.1	1.1	3.1	1.00	
Elected & Appointed Officials (County, State, & Federal)	114	3.5	21.9	35.1	9.6	4.4	21.1	4.4	2.9	0.91	
MSDE Staff	111	1.8	17.1	41.4	23.4	1.8	13.5	0.9	3.1	0.80	
Postsecondary Educators	208	2.9	22.6	39.4	11.5	2.4	16.8	4.3	2.8	0.82	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x̄)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
16. SKILLS REQUIRED FOR EMPLOYMENT IN THEIR SELECTED OCCUPATIONS BY STUDENTS PLANNING TO ENTER THE JOB MARKET											
Students	4626	7.7	11.4	20.3	17.2	22.3	21.0	0.1	3.4	1.30	F-test significant at 0.001 level.
School Staff	1228	9.5	22.8	29.3	12.3	5.2	19.4	1.5	2.8	1.06	
Central Staff	359	6.0	32.9	35.2	11.5	1.4	12.1	0.8	2.6	0.85	
Parents	1791	7.7	15.5	24.8	9.7	11.3	30.6	0.4	3.0	1.21	
Board of Education (State & Local)	73	9.6	23.3	35.6	13.7	11.0	5.5	1.4	2.9	1.13	
Business/Industry (Management, Labor, News Media)	412	14.3	27.7	23.2	6.1	5.9	16.8	5.9	2.5	1.11	
General Public	2058	7.2	15.6	21.6	10.0	14.3	30.3	1.0	3.1	1.27	
Elected & Appointed Officials (County, State, & Federal)	114	10.5	32.5	22.8	8.8	5.3	14.0	6.1	2.6	1.06	
MSDE Staff	111	5.4	36.9	31.5	9.9	5.4	9.9	0.9	2.7	0.96	
Postsecondary Educators	208	6.2	27.4	27.9	9.6	4.3	21.6	2.9	2.7	0.98	
17. KNOWLEDGE OF VARIED RESOURCES FOR INDEPENDENT STUDY											
Students	4626	5.4	14.4	28.3	18.0	14.0	19.8	0.1	3.3	1.14	F-test significant at 0.001 level.
School Staff	1228	7.7	25.9	33.6	12.9	3.8	14.5	1.7	2.8	0.97	
Central Staff	359	6.6	34.0	35.6	7.7	1.1	13.9	1.1	2.6	0.81	
Parents	1791	6.4	17.1	26.9	11.8	7.0	30.5	0.4	2.9	1.09	
Board of Education (State & Local)	73	2.7	21.9	35.6	15.1	5.5	17.8	1.4	3.0	0.93	
Business/Industry (Management, Labor, News Media)	412	7.0	24.1	24.7	3.6	0.5	32.9	7.2	2.4	0.81	
General Public	2058	6.1	18.7	24.2	9.4	7.5	33.1	0.9	2.9	1.11	
Elected & Appointed Officials (County, State, & Federal)	114	4.4	28.1	24.6	4.4	3.5	29.8	5.3	2.6	0.91	
MSDE Staff	111	3.6	30.6	36.0	10.8	4.5	14.4	-	2.8	0.90	
Postsecondary Educators	208	14.4	28.4	24.5	6.7	1.9	21.2	2.9	2.4	0.97	
18. MASTERY OF READING SKILLS											
Students	4626	2.5	8.3	26.7	21.8	28.3	11.6	1.0	3.7	1.09	F-test significant at 0.001 level.
School Staff	1228	2.6	25.1	40.3	17.6	8.8	4.2	1.5	3.0	0.96	
Central Staff	359	1.3	27.8	47.5	12.4	3.1	7.3	0.6	2.9	0.78	
Parents	1791	5.2	14.7	31.2	15.3	19.2	13.1	1.3	3.3	1.18	
Board of Education (State & Local)	73	6.8	21.9	46.6	12.3	5.5	5.5	1.4	2.9	0.94	
Business/Industry (Management, Labor, News Media)	412	11.9	33.0	25.4	5.0	4.5	14.9	5.5	2.5	1.01	
General Public	2058	3.4	15.6	28.1	14.3	17.2	20.2	1.1	3.3	1.15	
Elected & Appointed Officials (County, State, & Federal)	114	4.4	35.1	26.3	13.2	5.3	9.6	6.1	2.8	0.99	
MSDE Staff	111	1.8	28.8	50.5	9.0	5.4	3.6	0.9	2.9	0.83	
Postsecondary Educators	208	6.2	30.8	35.1	14.4	3.8	6.7	2.9	2.8	0.94	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
19. KNOWLEDGE OF CHILD DEVELOPMENT AND SKILL IN CHILD CARE											
Students	4626	13.0	14.1	24.6	13.3	14.7	19.7	0.6	3.0	1.32	F-test significant at 0.001 level.
School Staff	1228	8.8	24.8	28.7	10.3	3.4	21.9	2.0	2.7	1.00	
Central Staff	359	9.7	31.9	33.5	5.8	0.8	17.2	1.1	2.5	0.83	
Parents	1791	8.2	14.2	27.3	7.9	8.0	33.9	0.5	2.9	1.15	
Board of Education (State & Local)	73	2.7	28.8	41.1	2.7	4.1	20.5	-	2.7	0.81	
Business/Industry (Management, Labor, News Media)	412	8.6	20.9	23.2	3.8	1.5	35.2	6.8	2.5	0.91	
General Public	2058	9.5	15.2	23.7	8.1	7.6	35.1	0.8	2.8	1.18	
Elected & Appointed Officials (County, State, & Federal)	114	7.0	18.4	28.1	2.6	1.8	36.0	6.1	2.5	0.87	
MSDE Staff	111	2.7	32.4	35.1	7.2	1.8	18.0	2.7	2.7	0.78	
Postsecondary Educators	208	10.1	22.1	24.0	3.8	2.4	34.1	3.4	2.5	0.96	
20. SKILLS FOR MANAGING PERSONAL AND FAMILY FINANCES											
Students	4626	15.1	13.9	23.7	13.0	14.6	19.2	0.4	3.0	1.35	F-test significant at 0.001 level.
School Staff	1228	9.2	26.0	28.8	7.4	2.3	24.5	1.6	2.6	0.94	
Central Staff	359	11.1	37.3	28.9	4.9	0.5	16.2	1.1	2.4	0.81	
Parents	1791	13.0	14.8	22.9	6.7	9.1	33.1	0.4	2.8	1.26	
Board of Education (State & Local)	73	6.8	31.5	26.0	4.1	4.1	24.7	2.7	2.5	0.94	
Business/Industry (Management, Labor, News Media)	412	18.6	30.5	16.3	2.3	2.7	23.2	6.4	2.2	0.97	
General Public	2058	12.3	15.7	20.2	7.6	11.1	32.2	0.9	2.8	1.31	
Elected & Appointed Officials (County, State, & Federal)	114	11.4	27.2	18.4	3.5	2.6	30.7	6.1	2.4	0.97	
MSDE Staff	111	6.3	36.9	31.5	4.5	4.5	12.6	3.6	2.6	0.91	
Postsecondary Educators	208	10.6	26.9	23.1	4.3	1.9	30.3	2.9	2.4	0.93	
21. DEVELOPMENT OF DESIRE FOR CONTINUED LEARNING											
Students	4626	8.3	12.6	26.4	16.2	19.9	16.2	0.4	3.3	1.26	F-test significant at 0.001 level.
School Staff	1228	6.2	28.8	38.0	11.3	3.4	11.0	1.2	2.7	0.91	
Central Staff	359	2.6	36.9	38.3	7.8	0.9	12.2	1.4	2.6	0.73	
Parents	1791	8.1	16.9	29.7	12.7	11.0	21.3	0.4	3.0	1.16	
Board of Education (State & Local)	73	6.8	21.9	43.8	6.8	6.8	12.3	1.4	2.8	0.97	
Business/Industry (Management, Labor, News Media)	412	11.2	26.8	27.1	4.6	2.6	20.9	6.8	2.4	0.95	
General Public	2058	6.3	16.7	25.9	11.5	11.6	27.2	0.9	3.1	1.17	
Elected & Appointed Officials (County, State, & Federal)	114	5.3	27.2	29.8	11.4	1.8	18.4	6.1	2.7	0.89	
MSDE Staff	111	5.4	31.5	40.5	7.2	4.5	8.1	2.7	2.7	0.89	
Postsecondary Educators	208	9.6	28.8	29.3	10.6	3.4	14.9	3.4	2.6	0.99	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
22. MASTERY OF COMPUTATIONAL SKILLS											
Students	4626	8.6	11.5	25.6	15.4	10.5	27.9	0.4	3.1	1.20	F-test significant at 0.001 level.
School Staff	1228	3.2	18.1	38.1	19.2	3.4	17.0	1.0	3.0	0.88	
Central Staff	359	2.0	21.7	45.0	15.7	0.9	13.4	1.5	2.9	0.75	
Parents	1791	6.0	14.0	30.6	10.0	4.0	34.9	0.4	2.9	0.99	
Board of Education (State & Local)	73	1.4	23.3	43.8	12.3	2.7	15.1	1.4	2.9	0.78	
Business/Industry (Management, Labor, News Media)	412	7.2	28.2	26.4	3.3	1.5	27.0	6.4	2.5	0.84	
General Public	2058	5.2	14.9	27.2	9.2	6.1	36.4	1.0	2.9	1.05	
Elected & Appointed Officials (County, State, & Federal)	114	6.1	22.8	23.7	6.1	4.4	29.8	7.0	2.7	1.01	
MSDE Staff	111	1.8	13.5	52.3	9.9	5.4	14.4	2.7	3.0	0.79	
Postsecondary Educators	208	5.3	25.5	36.5	6.2	3.8	18.3	4.3	2.7	0.89	
23. KNOWLEDGE OF FINE ARTS CONCEPTS											
Students	4626	11.8	19.2	28.6	12.2	8.2	19.5	0.4	2.8	1.17	F-test significant at 0.001 level.
School Staff	1228	8.0	31.7	33.0	7.8	1.4	16.7	1.4	2.5	0.86	
Central Staff	359	6.8	36.4	33.2	6.0	0.1	16.3	1.3	2.5	0.75	
Parents	1791	9.4	21.5	29.6	7.3	2.5	29.3	0.3	2.6	0.96	
Board of Education (State & Local)	73	5.5	34.2	31.5	9.6	-	17.8	1.4	2.6	0.79	
Business/Industry (Management, Labor, News Media)	412	14.0	21.3	23.8	2.6	0.5	31.3	6.5	2.3	0.88	
General Public	2058	10.9	20.0	25.6	6.8	3.4	32.3	0.9	2.6	1.04	
Elected & Appointed Officials (County, State, & Federal)	114	7.0	27.2	28.1	1.8	1.8	27.2	7.0	2.4	0.82	
MSDE Staff	111	3.6	38.7	29.7	9.0	3.6	14.4	0.9	2.6	0.88	
Postsecondary Educators	208	12.0	33.7	27.4	4.3	1.9	16.8	3.8	2.4	0.89	
24. ABILITY TO UNDERSTAND THE PROS AND CONS OF ISSUES											
Students	4626	5.8	12.4	27.9	18.6	14.4	20.4	0.4	3.3	1.15	F-test significant at 0.001 level.
School Staff	1228	4.8	26.0	39.6	12.9	2.1	13.0	1.5	2.8	0.86	
Central Staff	359	6.3	28.1	41.5	9.3	0.5	13.2	1.1	2.6	0.79	
Parents	1791	6.4	16.2	30.0	12.2	8.4	26.4	0.3	3.0	1.09	
Board of Education (State & Local)	73	2.7	26.0	39.7	15.1	2.7	13.7	-	2.9	0.85	
Business/Industry (Management, Labor, News Media)	412	8.8	27.2	27.0	6.3	2.8	20.5	7.5	2.5	0.95	
General Public	2058	5.7	15.7	29.2	10.7	9.4	28.3	1.0	3.0	1.11	
Elected & Appointed Officials (County, State, & Federal)	114	2.6	32.5	28.9	6.1	4.4	18.4	7.0	2.7	0.89	
MSDE Staff	111	6.3	28.8	39.6	9.0	4.5	10.8	0.9	2.7	0.92	
Postsecondary Educators	208	8.7	31.7	26.0	8.7	3.8	16.8	4.3	2.6	0.99	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	Barely Attained (2)	Moderately Attained (3)	Quite Well Attained (4)	Attained to Great Degree (5)	No Opinion	No Response			
25. ABILITY TO PRACTICE SOUND PERSONAL HEALTH HABITS											
Students	4626	6.4	12.1	24.7	18.6	22.6	15.2	0.4	3.5	1.24	F-test significant at 0.001 level.
School Staff	1228	2.7	21.0	40.3	18.6	6.1	9.9	1.4	3.0	0.92	
Central Staff	359	1.5	25.0	44.5	14.0	1.9	12.4	0.6	2.9	0.77	
Parents	1791	4.2	13.0	31.9	16.9	15.0	18.6	0.3	3.3	1.11	
Board of Education (State & Local)	73	1.4	17.8	52.1	13.7	6.8	8.2	-	3.1	0.83	
Business/Industry (Management, Labor, News Media)	412	5.7	22.0	30.5	10.4	5.2	19.4	6.7	2.8	1.00	
General Public	2058	3.5	13.9	25.6	13.3	16.6	26.1	0.9	3.4	1.16	
Elected & Appointed Officials (County, State, & Federal)	114	3.5	29.8	27.2	8.8	5.3	19.3	6.1	2.8	0.97	
MSDE Staff	111	-	18.9	45.9	17.1	6.3	10.8	0.9	3.1	0.82	
Postsecondary Educators	208	5.3	24.0	35.1	7.7	4.8	19.7	3.4	2.8	0.94	
26. UNDERSTANDING OF AND CONCERN FOR PROBLEMS OF SOCIETY (SUCH AS COMMUNITY IMPROVEMENTS, CRIME PREVENTION)											
Students	4626	8.0	14.9	24.9	18.1	18.8	14.9	0.4	3.3	1.25	F-test significant at 0.001 level.
School Staff	1228	5.5	26.1	34.5	15.3	3.6	13.6	1.3	2.8	0.94	
Central Staff	359	5.9	28.6	40.9	8.3	1.2	14.1	1.1	2.6	0.80	
Parents	1791	7.3	16.0	30.0	13.0	10.7	22.7	0.3	3.0	1.14	
Board of Education (State & Local)	73	4.1	21.9	46.6	17.8	1.4	6.8	1.4	2.9	0.81	
Business/Industry (Management, Labor, News Media)	412	12.3	22.3	27.9	7.5	3.8	20.3	6.0	2.6	1.04	
General Public	2058	8.3	16.5	24.6	10.5	11.9	27.4	0.9	3.0	1.23	
Elected & Appointed Officials (County, State, & Federal)	114	7.9	25.4	25.4	7.9	3.5	22.8	7.0	2.6	0.99	
MSDE Staff	111	3.6	28.8	36.0	12.6	2.7	12.6	3.6	2.8	0.87	
Postsecondary Educators	208	8.2	22.6	31.7	10.1	4.8	18.7	3.8	2.8	1.02	
27. MASTERY OF MECHANICAL SKILLS OF WRITING											
Students	4626	6.6	15.1	29.7	17.2	13.3	17.7	0.4	3.2	1.15	F-test significant at 0.001 level.
School Staff	1228	4.0	26.3	41.4	15.0	3.7	8.1	1.4	2.9	0.88	
Central Staff	359	4.1	34.2	41.1	9.6	0.1	9.6	1.2	2.6	0.74	
Parents	1791	6.8	18.3	34.0	12.9	7.2	20.5	0.3	2.9	1.05	
Board of Education (State & Local)	73	4.1	30.1	43.8	9.6	2.7	9.6	-	2.7	0.82	
Business/Industry (Management, Labor, News Media)	412	10.3	34.8	25.2	4.1	1.2	17.8	6.6	2.4	0.84	
General Public	2058	5.4	16.9	30.1	12.5	7.4	26.6	1.2	3.0	1.05	
Elected & Appointed Officials (County, State, & Federal)	114	9.6	28.9	24.6	4.4	3.5	22.8	6.1	2.5	0.97	
MSDE Staff	111	-	32.4	44.1	8.1	5.4	8.1	1.8	2.8	0.82	
Postsecondary Educators	208	8.7	29.8	35.1	9.1	3.8	10.6	2.9	2.6	0.95	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
28. MASTERY OF SKILLS IN LISTENING TO COMPREHEND THE IDEAS OF OTHERS											
Students	4626	4.8	12.4	28.1	20.9	18.0	14.6	1.2	3.4	1.14	F-test significant at 0.001 level.
School Staff	1228	5.8	32.5	35.2	12.5	4.5	7.2	2.3	2.8	0.94	
Central Staff	359	7.6	36.7	37.3	6.2	0.6	10.4	1.2	2.5	0.78	
Parents	1791	5.1	14.7	26.2	8.7	8.2	16.1	21.0	3.0	1.10	
Board of Education (State & Local)	73	1.4	23.3	47.9	9.6	4.1	13.7	-	2.9	0.79	
Business/Industry (Management, Labor, News Media)	412	12.5	28.6	27.6	2.7	2.8	19.8	5.9	2.4	0.94	
General Public	2058	5.6	16.5	28.6	12.0	10.4	25.7	1.2	3.1	1.12	
Elected & Appointed Officials (County, State, & Federal)	114	3.5	40.4	21.9	2.6	1.8	22.8	7.0	2.4	0.75	
MSDE Staff	111	6.3	30.6	36.9	10.8	4.5	9.9	0.9	2.7	0.94	
Postsecondary Educators	208	10.1	31.2	30.8	6.2	3.4	14.9	3.4	2.5	0.95	
29. KNOWLEDGE OF PERSONAL, PHYSICAL AND MENTAL HEALTH											
Students	4626	4.6	11.6	25.6	19.8	24.1	13.7	0.6	3.5	1.18	F-test significant at 0.001 level.
School Staff	1228	3.3	24.6	40.5	13.4	4.9	11.9	1.4	2.9	0.90	
Central Staff	359	1.3	29.8	43.4	11.0	2.2	11.0	1.3	2.8	0.76	
Parents	1791	4.2	15.4	32.5	14.6	12.0	20.1	1.2	3.2	1.08	
Board of Education (State & Local)	73	1.4	16.4	53.4	11.0	5.5	12.3	-	3.0	0.79	
Business/Industry (Management, Labor, News Media)	412	5.0	24.9	32.0	8.0	3.0	20.9	6.1	2.7	0.90	
General Public	2058	3.5	14.4	28.3	13.1	14.3	25.6	0.9	3.3	1.12	
Elected & Appointed Officials (County, State, & Federal)	114	4.4	21.1	36.0	6.1	3.5	21.1	7.9	2.8	0.88	
MSDE Staff	111	0.9	25.2	41.4	12.6	6.3	11.7	1.8	3.0	0.88	
Postsecondary Educators	208	3.4	21.2	40.9	8.2	3.4	18.3	4.8	2.8	0.84	
30. ABILITY TO DEVELOP A PERSONAL VALUE SYSTEM											
Students	4626	8.9	13.0	25.8	15.8	14.9	21.0	0.6	3.2	1.24	F-test significant at 0.001 level.
School Staff	1228	6.5	31.7	32.8	10.7	3.2	13.8	1.4	2.7	0.92	
Central Staff	359	8.4	30.2	35.1	5.9	3.1	16.3	1.1	2.6	0.90	
Parents	1791	6.5	17.2	28.6	10.4	11.3	25.6	0.5	3.0	1.15	
Board of Education (State & Local)	73	6.8	28.8	32.9	9.6	4.1	16.4	1.4	2.7	0.95	
Business/Industry (Management, Labor, News Media)	412	10.2	28.7	23.2	5.1	2.2	24.3	6.2	2.4	0.94	
General Public	2058	7.7	16.7	22.5	10.2	11.2	30.8	0.9	3.0	1.22	
Elected & Appointed Officials (County, State, & Federal)	114	10.5	26.3	18.4	5.3	3.5	27.2	8.8	2.4	1.03	
MSDE Staff	111	8.1	34.2	32.4	4.5	5.4	14.4	0.9	2.6	0.96	
Postsecondary Educators	208	9.6	25.5	25.5	8.2	3.4	23.6	4.3	2.6	1.01	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x̄)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
31. DEVELOPMENT OF CONCERN FOR OTHERS											
Students	4626	8.8	13.1	23.4	17.8	21.4	14.8	0.6	3.4	1.29	F-test significant at 0.001 level.
School Staff	1228	8.6	29.4	34.4	12.2	5.1	9.2	1.2	2.7	1.00	
Central Staff	359	9.5	32.3	37.0	5.2	2.3	11.8	2.0	2.5	0.87	
Parents	1791	8.4	18.9	28.1	11.7	11.3	21.1	0.5	3.0	1.18	
Board of Education (State & Local)	73	8.2	26.0	41.1	11.0	2.7	11.0	-	2.7	0.91	
Business/Industry (Management, Labor, News Media)	412	14.4	28.3	22.1	6.0	4.1	19.3	5.8	2.4	1.06	
General Public	2058	10.5	16.3	21.2	11.5	13.1	26.4	1.0	3.0	1.30	
Elected & Appointed Officials (County, State, & Federal)	114	7.9	24.6	28.1	3.5	4.4	23.7	7.9	2.6	0.98	
MSDE Staff	111	8.1	36.0	33.3	5.4	4.5	11.7	0.9	2.6	0.93	
Postsecondary Educators	208	10.6	29.3	25.5	6.7	4.8	18.7	4.3	2.6	1.04	
32. ABILITY TO EFFECTIVELY PLAN THE USE OF TIME											
Students	4626	10.3	15.9	28.4	16.1	13.1	15.6	0.6	3.1	1.22	F-test significant at 0.001 level.
School Staff	1228	8.2	32.1	34.8	8.8	3.6	10.8	1.7	2.6	0.93	
Central Staff	359	9.1	35.7	34.3	4.3	0.8	14.7	1.1	2.4	0.79	
Parents	1791	10.9	18.7	29.5	10.6	9.4	20.5	0.5	2.9	1.17	
Board of Education (State & Local)	73	6.8	27.4	39.7	4.1	2.7	19.2	-	2.6	0.84	
Business/Industry (Management, Labor, News Media)	412	13.3	30.6	22.6	4.9	1.8	20.7	6.1	2.3	0.93	
General Public	2058	8.9	19.2	25.2	9.3	8.8	28.0	0.8	2.9	1.17	
Elected & Appointed Officials (County, State, & Federal)	114	9.6	35.1	18.4	3.5	1.8	23.7	7.9	2.3	0.87	
MSDE Staff	111	3.6	34.2	39.6	5.4	4.5	10.8	1.8	2.7	0.85	
Postsecondary Educators	208	12.0	27.9	27.9	4.8	1.9	21.2	4.3	2.4	0.92	
33. ABILITY TO STUDY INDEPENDENTLY											
Students	4626	6.9	13.1	25.9	19.0	20.9	13.5	0.6	3.4	1.23	F-test significant at 0.001 level.
School Staff	1228	6.7	33.6	34.8	10.5	4.4	8.2	1.7	2.7	0.94	
Central Staff	359	4.3	37.1	37.7	7.1	0.8	11.5	1.5	2.6	0.75	
Parents	1791	8.2	18.2	30.6	14.1	10.3	18.1	0.5	3.0	1.14	
Board of Education (State & Local)	73	2.7	24.7	39.7	16.4	4.1	12.3	-	2.9	0.88	
Business/Industry (Management, Labor, News Media)	412	9.2	28.2	23.9	4.9	2.2	24.7	7.0	2.4	0.92	
General Public	2058	6.1	16.7	26.9	11.5	11.5	26.4	0.9	3.1	1.16	
Elected & Appointed Officials (County, State, & Federal)	114	8.8	28.9	23.7	4.4	4.4	21.9	7.9	2.5	1.00	
MSDE Staff	111	4.5	32.4	39.6	6.3	6.3	10.8	-	2.8	0.92	
Postsecondary Educators	208	13.9	28.4	31.7	3.8	3.8	14.4	3.8	2.4	0.98	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x̄)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
34. KNOWLEDGE OF JOB REQUIREMENTS OF MAJOR OCCUPATIONAL FIELDS											
Students	4626	9.4	13.6	23.4	15.1	18.4	19.5	0.6	3.2	1.30	F-test significant at 0.001 level.
School Staff	1228	8.6	22.9	28.5	11.7	3.2	23.5	1.5	2.7	1.00	
Central Staff	359	7.3	28.4	37.0	9.3	2.1	14.9	1.1	2.6	0.88	
Parents	1790	7.7	16.5	28.3	9.1	8.6	29.3	0.5	2.9	1.13	
Board of Education (State & Local)	73	4.1	21.9	45.2	12.3	5.5	11.0	-	2.9	0.90	
Business/Industry (Management, Labor, News Media)	412	9.5	26.0	23.0	7.4	2.6	25.4	6.1	2.5	0.99	
General Public	2058	7.3	17.0	21.5	11.3	9.6	32.5	0.8	3.0	1.20	
Elected & Appointed Officials (County, State, & Federal)	114	13.2	24.6	18.4	9.6	3.5	23.7	7.0	2.5	1.10	
MSDE Staff	111	4.5	27.0	41.4	6.3	3.6	17.1	-	2.7	0.85	
Postsecondary Educators	208	9.6	23.1	28.8	7.7	2.4	25.0	3.4	2.6	0.96	
35. MASTERY OF SKILLS IN ORAL EXPRESSION											
Students	4626	5.6	13.8	30.0	18.3	14.4	17.2	0.6	3.3	1.14	F-test significant at 0.001 level.
School Staff	1228	3.3	24.5	43.6	16.4	3.7	7.2	1.2	2.9	0.86	
Central Staff	359	3.4	26.9	47.6	11.7	0.6	8.4	1.4	2.8	0.74	
Parents	1791	5.7	18.6	31.4	12.8	9.0	22.0	0.5	3.0	1.08	
Board of Education (State & Local)	73	4.1	21.9	53.4	6.8	2.7	9.6	1.4	2.8	0.77	
Business/Industry (Management, Labor, News Media)	412	9.2	33.1	27.0	4.2	2.4	18.0	6.1	2.4	0.89	
General Public	2058	6.1	16.9	30.4	11.6	7.8	26.2	1.0	3.0	1.08	
Elected & Appointed Officials (County, State, & Federal)	114	6.1	32.5	28.1	6.1	1.8	18.4	7.0	2.5	0.85	
MSDE Staff	111	1.8	26.1	52.3	6.3	5.4	8.1	-	2.9	0.80	
Postsecondary Educators	208	5.8	34.1	33.7	7.7	3.4	12.0	3.4	2.6	0.89	
36. MASTERY OF SKILLS IN THE WRITTEN EXPRESSION OF ONES VIEWS AND THOSE OF OTHERS											
Students	4626	5.1	13.7	31.0	17.9	14.1	17.6	0.6	3.3	1.12	F-test significant at 0.001 level.
School Staff	1228	4.8	31.8	37.4	11.6	2.5	10.5	1.5	2.7	0.86	
Central Staff	359	4.7	35.0	42.8	5.1	0.6	10.6	1.3	2.6	0.71	
Parents	1791	6.1	18.0	32.9	12.6	7.6	22.4	0.5	3.0	1.05	
Board of Education (State & Local)	73	5.5	24.7	46.6	6.8	2.7	12.3	1.4	2.7	0.82	
Business/Industry (Management, Labor, News Media)	412	10.4	32.0	22.9	4.5	2.6	21.8	5.9	2.4	0.93	
General Public	2058	5.5	17.6	29.4	11.6	7.5	27.6	0.9	3.0	1.06	
Elected & Appointed Officials (County, State, & Federal)	114	9.6	32.5	22.8	4.4	2.6	21.1	7.0	2.4	0.92	
MSDE Staff	111	1.8	33.3	43.2	6.3	6.3	9.0	-	2.8	0.87	
Postsecondary Educators	208	9.1	40.4	29.3	4.8	2.4	11.1	2.9	2.4	0.86	

TABLE A.2: PERCEIVED EXTENT OF EDUCATIONAL GOALS ATTAINMENT BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Cont)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Not at all Attained (1)	[Barely Attained] (2)	Moderately Attained (3)	[Quite Well Attained] (4)	Attained to Great Degree (5)	No Opinion	No Response			
17. KNOWLEDGE OF THE EDUCATIONAL PREPARATION REQUIRED FOR MAJOR OCCUPATIONAL FIELD											
Students	4626	7.2	11.6	25.0	16.7	17.6	21.3	0.6	3.3	1.23	F-test significant at 0.001 level.
School Staff	1228	6.2	22.5	29.8	13.4	5.0	21.1	2.1	2.8	1.01	
Central Staff	359	4.8	22.9	42.5	11.2	2.0	15.6	1.1	2.8	0.83	
Parents	1791	5.9	16.0	27.8	11.3	8.6	29.9	0.5	3.0	1.11	
Board of Education (State & Local)	73	2.7	17.8	50.7	9.6	5.5	11.0	2.7	3.0	0.84	
Business/Industry (Management, Labor, News Media)	412	7.0	21.1	28.2	8.1	2.1	24.3	6.4	2.6	0.93	
General Public	2058	6.5	13.2	24.1	11.5	10.8	32.2	1.2	3.1	1.18	
Elected & Appointed Officials (County, State, & Federal)	114	7.9	21.1	22.8	7.9	5.3	26.3	8.8	2.7	1.08	
MSDE Staff	111	2.7	24.3	43.2	8.1	3.6	16.2	1.8	2.8	0.82	
Postsecondary Educators	208	2.9	21.6	37.0	10.1	4.3	19.2	4.8	2.9	0.89	

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of (*) Significance
		(1)	(2)	(3)	(4)	(5)	No Opinion	No Response			
1. STUDENTS ARE GIVEN FREE TIME DURING THE DAY: ALWAYS . . . . . NEVER											
Students	4626	15.3	9.8	22.9	23.0	23.9	3.7	1.4	3.3	1.38	F-test significant at 0.001 level.
School Staff	1228	22.0	17.2	21.0	20.8	13.7	3.5	1.8	2.9	1.37	
Central Staff	359	10.1	18.0	36.4	22.4	6.6	5.3	1.3	3.0	1.07	
Parents	1791	23.8	16.7	22.9	12.7	7.1	14.7	2.1	2.6	1.28	
County Board of Education	71	21.1	22.5	29.6	12.7	2.8	9.9	1.4	2.5	1.10	
2. THE CONCERNS OF THE COMMUNITY ARE REFLECTED IN DECISIONS WHICH AFFECT THE SCHOOL: OFTEN . . . . . SELDOM											
Students	4626	18.4	14.7	18.4	11.6	18.1	18.6	0.2	3.0	1.46	F-test significant at 0.001 level.
School Staff	1228	22.9	27.2	26.5	10.9	7.0	4.9	0.6	2.5	1.19	
Central Staff	359	19.1	29.9	30.6	13.9	3.1	3.2	0.4	2.5	1.06	
Parents	1791	25.4	16.8	21.1	8.6	11.8	15.7	0.4	2.6	1.38	
County Board of Education	71	32.4	26.8	19.7	8.5	11.3	-	1.4	2.4	1.32	
3. SERVICES PROVIDED BY THE NURSES IN THE SCHOOL ARE: SUFFICIENT . . . . . INSUFFICIENT											
Students	4626	27.0	10.9	13.4	10.4	26.9	11.3	0.2	3.0	1.64	F-test significant at 0.001 level.
School Staff	1228	21.4	14.5	16.3	10.9	32.0	4.3	0.6	3.2	1.57	
Central Staff	359	10.5	13.7	17.1	15.2	35.0	7.7	0.8	3.6	1.41	
Parents	1791	27.9	11.8	15.0	8.0	23.3	13.6	0.4	2.8	1.61	
County Board of Education	71	16.9	19.7	16.9	9.9	31.0	2.8	2.8	3.2	1.52	
4. THE CURRICULUM IN THE SCHOOL FOR STUDENTS PLANNING TO CONTINUE THEIR EDUCATION BEYOND HIGH SCHOOL GRADUATION IS: SATISFACTORY . . . . . UNSATISFACTORY											
Students	4626	45.6	18.2	13.7	6.2	6.3	9.8	0.2	2.0	1.25	F-test significant at 0.001 level.
School Staff	1228	37.2	23.7	14.4	5.5	4.5	14.0	0.6	2.0	1.16	
Central Staff	359	32.2	36.2	19.1	5.5	1.6	5.4	-	2.0	0.96	
Parents	1791	35.5	17.5	16.1	6.7	7.6	16.2	0.4	2.2	1.31	
County Board of Education	71	33.8	31.0	22.5	5.6	2.8	1.4	2.8	2.1	1.04	
5. DISCIPLINE PROBLEMS ON THE WAY TO AND FROM THE SCHOOL ARE: SERIOUS . . . . . NOT SERIOUS											
Students	4626	17.6	10.3	17.8	13.6	32.9	7.6	0.2	3.4	1.52	F-test significant at 0.001 level.
School Staff	1228	12.4	15.3	25.4	17.3	20.6	8.8	0.3	3.2	1.33	
Central Staff	359	18.4	14.9	26.7	18.7	11.2	9.6	0.5	2.9	1.30	
Parents	1791	26.4	11.9	17.8	11.2	23.9	8.4	0.4	2.9	1.57	
County Board of Education	71	15.5	9.9	15.5	25.4	28.2	4.2	1.4	3.4	1.43	
6. EXTRA CURRICULAR STUDENT ACTIVITIES ARRANGED BY THE SCHOOL ARE: SUFFICIENT . . . . . INSUFFICIENT											
Students	4626	39.5	18.3	17.0	8.4	10.1	6.4	0.2	2.3	1.37	F-test significant at 0.001 level.
School Staff	1228	28.6	19.0	22.1	12.4	11.5	6.1	0.3	2.6	1.36	
Central Staff	359	19.8	23.0	28.4	13.1	11.2	4.5	-	2.7	1.26	
Parents	1791	36.3	16.6	17.7	7.9	10.3	10.7	0.4	2.3	1.38	
County Board of Education	71	32.4	26.8	25.4	4.2	7.0	2.8	1.4	2.2	1.18	

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		(1)	(2)	(3)	(4)	(5)	No Opinion	No Response			
7. SPACE ALLOTED FOR INSTRUCTION IS: SUFFICIENT . . . . . INSUFFICIENT											
Students	4626	31.4	18.2	19.2	8.5	10.0	12.5	0.2	2.4	1.36	F-test significant at 0.001 level.
School Staff	1228	31.6	22.4	17.0	10.4	16.3	1.8	0.4	2.6	1.45	
Central Staff	359	17.3	29.6	23.9	11.8	11.9	5.2	0.2	2.7	1.26	
Parents	1791	29.7	18.0	18.9	7.4	12.4	13.2	0.4	2.5	1.40	
County Board of Education	71	36.6	26.8	15.5	8.5	9.9	1.4	1.4	2.3	1.32	
8. THE CURRICULUM IN THE SCHOOL FOR STUDENTS PLANNING TO ENTER THE JOB MARKET IS: SATISFACTORY . . . . . UNSATISFACTORY											
Students	4626	29.4	16.8	16.2	8.4	10.6	18.3	0.2	2.4	1.40	F-test significant at 0.001 level.
School Staff	1228	11.2	14.0	19.7	16.2	16.8	21.6	0.5	3.2	1.34	
Central Staff	359	3.8	15.4	28.9	23.4	20.3	8.3	-	3.4	1.13	
Parents	1791	18.3	11.2	18.1	10.4	12.7	28.9	0.4	2.8	1.42	
County Board of Education	71	18.3	25.4	23.9	11.3	19.7	-	1.4	3.0	1.38	
9. THE NUMBER OF STUDENTS USING NARCOTICS IN THE SCHOOL IS: MANY . . . . . NONE											
Students	4626	19.5	13.0	16.3	15.1	5.6	30.3	0.2	2.6	1.31	F-test significant at 0.001 level.
School Staff	1228	4.9	8.8	15.4	20.5	14.8	35.1	0.5	3.5	1.20	
Central Staff	359	7.1	9.0	20.8	25.1	2.7	35.4	-	3.1	1.06	
Parents	1791	21.7	8.7	13.3	12.4	4.0	39.5	0.4	2.5	1.34	
County Board of Education	71	5.6	14.1	18.3	42.3	1.4	16.9	1.4	3.2	0.99	
10. RACIAL RELATIONS IN THE SCHOOL ARE: SATISFACTORY . . . . . NOT SATISFACTORY											
Students	4626	37.1	16.6	16.1	10.0	12.7	7.4	0.2	2.4	1.44	F-test significant at 0.001 level.
School Staff	1228	27.6	23.0	21.7	13.5	8.5	5.2	0.6	2.5	1.29	
Central Staff	359	7.0	19.1	34.6	23.9	9.0	5.8	0.7	3.1	1.07	
Parents	1791	29.2	14.4	18.4	8.4	15.9	13.3	0.4	2.6	1.49	
County Board of Education	71	8.5	33.8	32.4	8.5	11.3	5.6	-	2.8	1.11	
11. THE EMPHASIS PLACED ON THE SOCIAL DEVELOPMENT OF THE STUDENT IS: SATISFACTORY . . . . . UNSATISFACTORY											
Students	4626	21.2	18.9	25.9	11.1	10.2	12.4	0.2	2.7	1.29	F-test significant at 0.001 level.
School Staff	1228	18.0	27.9	30.2	12.0	7.8	3.9	0.2	2.6	1.16	
Central Staff	359	5.6	20.2	36.9	24.5	6.8	5.5	0.5	3.1	1.00	
Parents	1791	19.9	16.0	29.0	10.0	9.2	15.6	0.4	2.7	1.26	
County Board of Education	71	15.5	26.8	31.0	12.7	5.6	8.5	-	2.6	1.10	
12. INFORMATION RECEIVED BY PARENTS ABOUT STUDENT'S PROGRESS IS: MEANINGFUL . . . . . NOT MEANINGFUL											
Students	4626	33.6	17.3	17.8	11.9	13.7	5.5	0.2	2.5	1.44	F-test significant at 0.001 level.
School Staff	1228	23.6	28.3	25.3	13.8	7.0	1.6	0.4	2.5	1.20	
Central Staff	359	6.4	23.7	30.1	24.7	9.1	5.9	-	3.1	1.08	
Parents	1791	38.1	16.3	17.1	11.9	12.3	3.9	0.4	2.4	1.43	
County Board of Education	71	21.1	26.8	23.9	14.1	9.9	2.8	1.4	2.6	1.26	

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%) (1)	(2)	(3)	(4)	(5)	No Opinion	No Response	Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
13. METHODS OF INDIVIDUALIZED INSTRUCTION (SUCH AS INDEPENDENT WORK, RESEARCH REPORTS) ARE USED: FREQUENTLY . . . . . INFREQUENTLY											
Students	4626	27.6	21.4	21.6	10.7	13.4	5.0	0.2	2.6	1.38	F-test significant at 0.001 level.
School Staff	1228	23.1	25.4	25.1	15.2	7.0	4.0	0.2	2.6	1.22	
Central Staff	359	7.8	18.7	28.9	25.9	9.3	9.4	-	3.1	1.11	
Parents	1791	21.4	16.4	22.0	12.2	13.0	14.6	0.4	2.8	1.38	
County Board of Education	71	15.5	25.4	26.8	16.9	7.0	7.0	1.4	2.7	1.17	
14. IN THEIR RELATIONSHIP WITH EACH OTHER, INDIVIDUALS IN THE SCHOOL SHOW: RESPECT . . . . . DISRESPECT											
Students	4626	19.0	24.7	29.1	12.3	10.7	3.9	0.2	2.7	1.24	F-test significant at 0.001 level.
School Staff	1228	8.5	24.5	37.1	20.3	8.8	0.6	0.3	3.0	1.07	
Central Staff	359	3.1	18.8	48.7	18.0	5.1	6.4	-	3.0	0.86	
Parents	1791	17.1	18.5	29.3	12.5	12.2	10.0	0.4	2.8	1.27	
County Board of Education	71	7.0	28.2	33.8	16.9	7.0	5.6	1.4	2.9	1.04	
15. TEACHERS MAKE STUDENTS THINK: OFTEN . . . . . SELDOM											
Students	4626	35.3	25.6	19.8	7.2	8.9	3.0	0.2	2.3	1.28	F-test significant at 0.001 level.
School Staff	1228	16.9	31.9	34.6	10.2	4.6	1.4	0.3	2.5	1.04	
Central Staff	359	1.7	15.8	46.4	25.4	6.7	4.0	-	3.2	0.86	
Parents	1791	22.3	22.1	25.8	11.3	8.8	9.3	0.4	2.6	1.25	
County Board of Education	71	5.6	25.4	40.8	15.5	7.0	4.2	1.4	2.9	0.98	
16. EFFECT OF THE SCHOOL'S RULES AND REGULATIONS ON STUDENTS IS: RESTRICTING . . . . . NOT RESTRICTING											
Students	4626	27.7	20.3	23.9	11.6	11.5	4.7	0.2	2.6	1.34	F-test significant at 0.001 level.
School Staff	1228	6.2	12.3	37.8	21.6	19.0	2.6	0.6	3.4	1.12	
Central Staff	359	4.7	15.7	39.7	24.3	11.3	4.3	-	3.2	1.02	
Parents	1791	9.3	10.5	28.4	15.6	26.0	9.9	0.4	3.4	1.30	
County Board of Education	71	5.6	8.5	32.4	26.8	19.7	7.0	-	3.5	1.10	
17. INTRUDERS POSE A THREAT TO STUDENT SAFETY: OFTEN . . . . . RARELY											
Students	4626	10.7	7.9	10.4	12.6	46.9	11.3	0.2	3.9	1.44	F-test significant at 0.001 level.
School Staff	1228	7.4	9.0	12.2	15.4	49.8	5.9	0.2	4.0	1.32	
Central Staff	359	10.8	19.6	14.0	17.7	27.3	10.5	-	3.4	1.41	
Parents	1791	18.0	8.7	10.2	9.0	36.9	16.7	0.5	3.5	1.63	
County Board of Education	71	12.7	5.6	14.1	15.5	46.5	4.2	1.4	3.8	1.41	
18. THE COMMUNITY IS INFORMED ABOUT EDUCATIONAL PROGRAMS BY THE SCHOOLS: OFTEN . . . . . SELDOM											
Students	4626	23.6	15.3	16.3	10.8	17.5	16.3	0.2	2.8	1.50	F-test significant at 0.001 level.
School Staff	1228	37.7	25.4	17.0	11.1	5.7	2.8	0.4	2.2	1.23	
Central Staff	359	17.3	28.7	29.8	13.0	9.6	1.3	0.3	2.7	1.19	
Parents	1791	31.3	16.7	18.3	10.1	16.6	6.6	0.4	2.6	1.48	
County Board of Education	71	32.4	22.5	14.1	18.3	9.9	-	2.8	2.5	1.38	

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		(1)	(2)	(3)	(4)	(5)	No Opinion	No Response			
19. THE SCHOOL LIBRARY REGULATIONS ON STUDENT USE OF THE LIBRARY FACILITIES ARE: RESTRICTING . . . . . NONRESTRICTING											
Students	4626	25.6	14.5	17.7	13.6	22.2	6.1	0.2	2.9	1.53	F-test significant at 0.001 level.
School Staff	1228	10.9	11.9	19.6	20.3	33.6	3.4	0.3	3.6	1.37	
Central Staff	359	9.7	14.5	26.5	19.4	15.6	14.4	-	3.2	1.24	
Parents	1791	13.4	9.2	18.1	12.2	26.3	20.6	0.4	3.4	1.46	
County Board of Education	71	8.5	11.3	28.2	8.5	23.9	19.7	-	3.4	1.32	
20. THE RELATIONSHIPS BETWEEN STUDENTS AND TEACHERS ARE: PERSONAL . . . . . IMPERSONAL											
Students	4626	9.9	15.1	27.8	14.2	25.5	7.4	0.2	3.3	1.32	F-test significant at 0.001 level.
School Staff	1228	16.7	29.3	39.0	8.2	4.5	1.7	0.6	2.5	1.02	
Central Staff	359	2.4	22.1	44.5	17.6	7.0	6.0	0.3	3.0	0.91	
Parents	1791	13.6	17.3	29.4	11.6	15.7	12.0	0.4	3.0	1.29	
County Board of Education	71	8.5	22.5	38.0	9.9	9.9	8.5	2.8	2.9	1.09	
21. HOMEWORK ASSIGNMENTS ARE: REASONABLE . . . . . UNREASONABLE											
Students	4626	39.8	15.8	21.6	9.4	11.0	2.1	0.2	2.3	1.38	F-test significant at 0.001 level.
School Staff	1228	51.5	20.6	18.6	2.5	0.9	5.7	0.2	1.7	0.93	
Central Staff	359	12.3	27.9	34.6	6.7	5.2	13.4	-	2.6	1.02	
Parents	1791	53.9	14.1	16.4	4.6	5.3	5.3	0.4	1.9	1.20	
County Board of Education	71	35.2	25.4	16.9	4.2	1.4	15.5	1.4	1.9	0.99	
22. SERVICES PROVIDED BY THE COUNSELORS IN THE SCHOOL ARE: SUFFICIENT . . . . . INSUFFICIENT											
Students	4626	41.7	15.0	12.3	8.7	15.8	6.3	0.2	2.4	1.53	F-test significant at 0.001 level.
School Staff	1228	14.0	18.0	19.1	13.0	26.2	9.1	0.6	3.2	1.44	
Central Staff	359	2.1	16.7	24.2	23.5	28.2	5.3	-	3.6	1.15	
Parents	1791	25.4	11.8	14.7	9.0	19.6	19.1	0.4	2.8	1.57	
County Board of Education	71	11.3	12.7	18.3	16.9	35.2	4.2	1.4	3.6	1.41	
23. DISCIPLINE PROBLEMS IN THE SCHOOL ARE: SERIOUS . . . . . NOT SERIOUS											
Students	4626	19.5	14.8	25.2	16.4	17.2	6.6	0.2	3.0	1.38	F-test significant at 0.001 level.
School Staff	1228	16.7	22.0	30.9	14.9	13.6	1.5	0.3	2.9	1.26	
Central Staff	359	22.5	27.7	26.1	14.9	4.4	4.4	-	2.5	1.14	
Parents	1791	27.1	13.1	20.1	10.0	16.1	13.1	0.4	2.7	1.48	
County Board of Education	71	22.5	8.5	23.9	29.6	9.9	5.6	-	3.0	1.33	
24. EXISTING CLASS SCHEDULING IN THE SCHOOL IS: SATISFACTORY . . . . . UNSATISFACTORY											
Students	4626	38.9	18.7	17.1	8.8	11.2	5.2	0.2	2.3	1.39	F-test significant at 0.001 level.
School Staff	1228	24.9	24.3	23.5	13.8	8.8	4.4	0.2	2.6	1.27	
Central Staff	359	5.7	19.8	39.6	18.1	7.7	9.1	-	3.0	1.00	
Parents	1791	36.7	20.0	17.2	5.8	7.1	12.7	0.5	2.2	1.27	
County Board of Education	71	14.1	25.4	26.8	12.7	9.9	9.9	1.4	2.8	1.20	

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%) (1)	(2)	(3)	(4)	(5)	No Opinion	No Response	Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
25. SERVICES PROVIDED BY THE SOCIAL WORKERS IN THE SCHOOL ARE: SUFFICIENT . . . . . INSUFFICIENT											
Students	4626	15.6	8.8	13.0	6.4	13.7	42.3	0.2	2.9	1.51	F-test significant at 0.001 level.
School Staff	1228	9.2	10.9	15.6	14.2	31.0	18.8	0.4	3.6	1.40	
Central Staff	359	3.9	14.0	21.5	18.4	26.9	15.1	0.2	3.6	1.22	
Parents	1791	13.6	6.0	10.7	5.9	10.6	52.9	0.4	2.9	1.52	
County Board of Education	71	12.7	11.3	16.9	18.3	21.1	18.3	1.4	3.3	1.40	
26. THE SCHOOL PROVIDES FOR THE VARIED INTERESTS AND EXPERIENCE LEVELS OF THE STUDENTS: ALWAYS . . . . . NEVER											
Students	4626	14.9	21.1	27.7	16.5	7.9	11.6	0.2	2.8	1.19	F-test significant at 0.001 level.
School Staff	1228	10.3	30.9	34.8	19.0	2.8	1.9	0.3	2.7	0.99	
Central Staff	359	1.7	20.2	43.2	27.2	2.1	5.1	0.3	3.1	0.81	
Parents	1791	13.1	21.4	28.3	14.7	4.2	17.9	0.4	2.7	1.09	
County Board of Education	71	8.5	19.7	40.8	23.9	-	5.6	1.4	2.9	0.90	
27. THE SUBJECT MATTER KNOWLEDGE OF TEACHERS IS: UP TO DATE . . . . . OUT OF DATE											
Students	4626	36.7	24.9	18.4	7.4	5.9	6.5	0.2	2.2	1.21	F-test significant at 0.001 level.
School Staff	1228	37.7	39.8	14.2	4.3	0.9	2.8	0.2	1.9	0.88	
Central Staff	359	8.8	40.2	31.6	9.6	1.2	8.6	-	2.5	0.86	
Parents	1791	29.9	24.7	18.6	5.4	2.6	18.3	0.4	2.1	1.07	
County Board of Education	71	12.7	39.4	25.4	11.3	1.4	7.0	2.8	2.4	0.93	
28. SERVICES PROVIDED BY THE PSYCHOLOGISTS IN THE SCHOOL ARE: SUFFICIENT . . . . . INSUFFICIENT											
Students	4626	7.5	4.8	7.3	5.4	18.7	56.0	0.2	3.5	1.53	F-test significant at 0.001 level.
School Staff	1228	7.5	9.9	14.4	15.2	39.7	12.9	0.3	3.8	1.35	
Central Staff	359	2.4	12.7	14.9	23.7	34.7	11.6	-	3.9	1.17	
Parents	1791	7.9	4.9	8.5	5.8	17.4	55.1	0.4	3.4	1.52	
County Board of Education	71	11.3	12.7	14.1	21.1	26.8	11.3	2.8	3.5	1.40	
29. THE EMPHASIS ON LEARNING FACTS IS: TOO MUCH . . . . . TOO LITTLE											
Students	4626	15.8	24.0	40.4	4.7	6.6	6.9	1.5	2.6	1.06	F-test significant at 0.001 level.
School Staff	1228	7.6	21.3	53.3	7.3	4.1	4.9	1.5	2.8	0.87	
Central Staff	359	14.7	24.6	39.1	8.5	4.2	7.4	1.5	2.6	1.01	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	5.6	19.7	43.7	14.1	8.5	8.5	-	3.0	0.99	
30. TEACHERS ARE FREE TO TRY NEW IDEAS IN THE SCHOOL: ALWAYS . . . . . NEVER											
Students	4626	21.1	22.9	20.1	13.2	6.8	15.7	0.2	2.5	1.24	F-test significant at 0.001 level.
School Staff	1228	36.6	37.4	17.9	6.0	0.8	0.9	0.4	2.0	0.93	
Central Staff	359	15.3	46.5	25.2	8.0	0.7	4.3	-	2.3	0.86	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	23.9	46.5	16.9	5.6	1.4	5.6	-	2.1	0.89	

†First 28 School Processes only for Parents

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%) (1)	(2)	(3)	(4)	(5)	No Opinion	No Response	Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
31. MAIN OBJECTIVES OF LESSONS ARE MADE CLEAR: ALWAYS . . . . . NEVER											
Students	4626	18.4	25.5	30.2	16.3	5.1	4.2	0.2	2.6	1.13	F-test significant at 0.001 level.
School Staff	1228	13.1	42.6	32.5	5.2	0.2	5.9	0.5	2.3	0.79	
Central Staff	359	0.9	19.4	45.6	20.0	0.5	13.6	-	3.0	0.72	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	2.8	21.1	35.2	15.5	1.4	23.9	-	2.9	0.83	
32. STUDENTS ARE ENCOURAGED TO WORK TOGETHER: ALWAYS . . . . . NEVER											
Students	4626	16.8	21.5	30.5	19.6	8.5	2.9	0.2	2.8	1.20	F-test significant at 0.001 level.
School Staff	1228	19.5	42.0	30.2	5.2	0.7	2.1	0.3	2.2	0.86	
Central Staff	359	2.1	36.7	42.8	10.8	0.1	7.1	0.5	2.7	0.71	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	14.1	33.8	29.6	4.2	-	16.9	1.4	2.3	0.81	
33. TEACHERS EXPLANATIONS ARE: CLEAR . . . . . UNCLEAR											
Students	4626	19.6	24.6	31.0	14.2	7.6	2.8	0.2	2.6	1.18	F-test significant at 0.001 level.
School Staff	1228	18.0	41.2	30.6	1.9	0.3	7.5	0.4	2.2	0.78	
Central Staff	359	1.5	25.3	46.3	12.7	0.8	12.9	0.5	2.8	0.72	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	2.8	23.9	36.6	5.6	1.4	29.6	-	2.7	0.76	
34. THE HELP GIVEN TO TEACHERS BY INSTRUCTIONAL SUPERVISORS IS: SATISFACTORY . . . . . UNSATISFACTORY											
Students	4626	17.0	10.6	12.5	6.5	7.2	45.9	0.2	2.6	1.39	F-test significant at 0.001 level.
School Staff	1228	21.5	18.6	22.7	18.6	13.9	4.3	0.4	2.8	1.36	
Central Staff	359	8.2	26.3	30.4	16.4	7.1	11.0	0.5	2.9	1.08	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	23.9	14.1	23.9	12.7	11.3	12.7	1.4	2.7	1.36	
35. THE TEXT BOOKS USED IN THIS SCHOOL ARE: INTERESTING . . . . . DULL											
Students	4626	11.4	11.1	20.9	19.7	33.5	3.2	0.2	3.6	1.37	F-test significant at 0.001 level.
School Staff	1228	19.3	31.5	27.3	10.8	5.9	4.6	0.5	2.5	1.12	
Central Staff	359	12.1	32.5	30.4	6.7	3.1	14.7	0.5	2.5	0.96	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	19.7	35.2	22.5	9.9	1.4	9.9	1.4	2.3	0.99	
36. TEACHERS HAVE A SAY IN SELECTING COURSE CONTENT: ALWAYS . . . . . NEVER											
Students	4626	16.2	17.1	17.5	9.2	5.6	34.2	0.2	2.6	1.24	F-test significant at 0.001 level.
School Staff	1228	19.4	32.7	24.9	13.9	5.4	3.4	0.4	2.5	1.13	
Central Staff	359	13.7	41.1	25.0	8.2	0.6	11.0	0.5	2.3	0.87	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	32.4	28.2	16.9	7.0	-	14.1	1.4	2.0	0.96	

†First 28 School Processes only for Parents

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%) (1)	(2)	(3)	(4)	(5)	No Opinion	No Response	Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
37. TEACHERS OF RELATED SUBJECTS WORK TOGETHER IN DEVELOPING AND CONDUCTING THEIR COURSE: ALWAYS . . . . . NEVER											
Students	4626	15.9	22.9	16.6	8.3	5.6	30.5	0.2	2.5	1.20	F-test significant at 0.001 level.
School Staff	1228	13.3	29.9	27.8	16.3	5.1	6.8	0.7	2.7	1.09	
Central Staff	359	3.5	26.1	33.5	21.6	3.8	11.0	0.5	3.0	0.93	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	15.5	32.4	23.9	9.9	-	16.9	1.4	2.3	0.92	
38. SLIDES, FILMS, CHARTS, ETC., IN THE SCHOOL ARE: UP TO DATE . . . . . OUT OF DATE											
Students	4626	22.8	19.6	21.7	13.9	17.3	4.5	0.2	2.8	1.42	F-test significant at 0.001 level.
School Staff	1228	30.6	33.4	21.6	6.9	5.8	1.4	0.3	2.2	1.14	
Central Staff	359	22.1	44.8	18.6	3.9	1.3	8.8	0.5	2.1	0.86	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	36.6	32.4	21.1	4.2	-	4.2	1.4	1.9	0.89	
39. IN RELATION TO STUDENT NEEDS, COURSE CONTENT IS: RELEVANT . . . . . NOT RELEVANT											
Students	4626	18.9	21.5	27.2	11.6	7.6	12.9	0.2	2.6	1.21	F-test significant at 0.001 level.
School Staff	1228	19.0	32.9	32.1	10.2	3.0	2.4	0.3	2.4	1.01	
Central Staff	359	3.2	34.1	34.9	17.0	4.5	5.4	1.0	2.8	0.92	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	16.9	36.6	29.6	4.2	4.2	7.0	1.4	2.4	0.99	
40. SUPERVISORS HAVE A SAY IN SELECTING COURSE CONTENT: ALWAYS . . . . . NEVER											
Students	4626	13.7	13.2	12.9	4.8	3.3	51.8	0.2	2.4	1.20	F-test significant at 0.001 level.
School Staff	1228	26.7	28.4	18.7	4.9	0.8	19.7	0.8	2.0	0.95	
Central Staff	359	27.8	43.0	14.7	1.9	0.6	11.0	1.0	1.9	0.79	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	53.5	19.7	12.7	1.4	-	9.9	2.8	1.6	0.80	
41. STUDENTS ARE TAUGHT BY USE OF LECTURE METHODS: FREQUENTLY . . . . . INFREQUENTLY											
Students	4626	22.7	18.1	22.2	14.4	17.0	5.3	0.2	2.8	1.42	F-test significant at 0.001 level.
School Staff	1228	7.6	15.6	35.5	17.0	18.6	5.3	0.4	3.2	1.18	
Central Staff	359	12.1	27.7	31.1	15.6	6.1	6.4	1.0	2.7	1.09	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	16.9	21.1	33.8	12.7	2.8	12.7	-	2.6	1.06	
42. STUDENTS HAVE A CHOICE OF INSTRUCTIONAL MATERIALS: ALWAYS . . . . . NEVER											
Students	4626	8.3	10.1	21.4	28.1	26.2	7.6	0.2	3.6	1.26	F-test significant at 0.001 level.
School Staff	1228	4.4	14.5	32.2	30.8	10.9	6.8	0.3	3.3	1.02	
Central Staff	359	1.6	13.4	34.5	34.5	5.9	9.1	1.0	3.3	0.87	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	4.2	8.5	31.0	31.0	8.5	16.9	-	3.4	0.97	

†First 28 School Processes only for Parents

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of (*) Significance
		(1)	(2)	(3)	(4)	(5)	No Opinion	No Response			
43. THE RELATIONSHIPS BETWEEN TEACHERS AND ADMINISTRATORS ARE: SATISFACTORY . . . . . UNSATISFACTORY											
Students	4626	27.8	13.5	12.3	4.3	4.6	37.2	0.2	2.1	1.25	F-test significant at 0.001 level.
School Staff	1228	35.3	25.7	21.9	9.7	5.8	1.4	0.3	2.2	1.20	
Central Staff	359	7.8	37.4	35.7	11.6	2.7	4.2	0.5	2.6	0.90	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	28.2	31.0	16.9	12.7	4.2	4.2	2.8	2.3	1.16	
44. STUDENT OPINIONS ARE CONSIDERED IN MAKING SCHOOL POLICY: ALWAYS . . . . . NEVER											
Students	4626	13.6	20.4	21.8	20.0	13.2	10.7	0.2	3.0	1.29	
School Staff	1228	8.7	26.1	32.0	19.6	7.4	5.8	0.4	2.9	1.08	
Central Staff	359	2.0	21.2	39.8	24.1	4.4	8.0	0.5	3.1	0.88	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	11.3	25.4	28.2	21.1	8.5	5.6	-	2.9	1.15	
45. STUDENTS HAVE A SAY IN WHAT IS TAUGHT: ALWAYS . . . . . NEVER											
Students	4626	8.7	10.0	17.5	27.0	29.7	6.8	0.2	3.6	1.28	
School Staff	1228	2.5	10.1	28.2	36.2	14.7	8.0	0.3	3.6	0.98	
Central Staff	359	1.0	7.1	30.8	43.5	8.9	8.3	0.5	3.6	0.81	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	1.4	9.9	22.5	33.8	16.9	15.5	-	3.6	0.98	
46. TEACHERS IN THE SCHOOL FEEL PHYSICALLY THREATENED BY STUDENTS: OFTEN . . . . . NEVER											
Students	4626	8.1	5.6	10.9	18.3	33.9	23.0	0.2	3.8	1.34	F-test significant at 0.001 level.
School Staff	1228	2.5	5.9	14.5	30.2	43.5	3.1	0.3	4.1	1.03	
Central Staff	359	3.4	13.5	21.1	36.1	15.4	10.0	0.5	3.5	1.06	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	7.0	11.3	16.9	36.6	15.5	11.3	1.4	3.5	1.16	
47. THE CONTENT COVERED IN MANY COURSES IS: UP TO DATE . . . . . OUT OF DATE											
Students	4626	27.3	24.1	24.2	9.6	8.6	5.9	0.2	2.4	1.26	F-test significant at 0.001 level.
School Staff	1228	29.4	31.7	23.4	6.7	2.4	4.6	0.8	2.2	1.03	
Central Staff	359	10.6	37.4	27.1	10.5	4.4	8.6	1.3	2.6	1.00	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	28.2	31.0	16.9	5.6	5.6	9.9	2.8	2.2	1.15	
48. STUDENT GOVERNMENT REPRESENTS OPINIONS OF THE STUDENT BODY: ALWAYS . . . . . NEVER											
Students	4626	28.3	23.4	17.2	12.7	6.5	11.7	0.2	2.4	1.27	F-test significant at 0.001 level.
School Staff	1228	10.7	19.5	24.6	15.0	6.4	22.7	1.1	2.8	1.15	
Central Staff	359	3.2	22.7	35.1	19.1	0.6	18.4	1.0	2.9	0.83	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	5.6	33.8	25.4	19.7	1.4	12.7	1.4	2.7	0.94	

†First 28 School Processes only for Parents

TABLE A.3: SCHOOL PROCESSES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		(1)	(2)	(3)	(4)	(5)	No Opinion	No Response			
49. INFORMATION TO THE STUDENT REGARDING PROGRESS IN CLASS IS: MEANINGFUL . . . . . NOT MEANINGFUL											
Students	4626	32.7	21.5	22.1	9.2	7.9	6.4	0.2	2.3	1.28	F-test significant at 0.001 level.
School Staff	1228	26.0	33.8	26.0	7.9	2.7	3.2	0.4	2.2	1.03	
Central Staff	359	7.0	29.2	33.7	17.3	3.6	8.7	0.5	2.8	0.97	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	22.5	23.9	29.6	8.5	1.4	12.7	1.4	2.3	1.02	
50. INSTRUCTIONAL MATERIALS OTHER THAN TEXT-BOOKS ARE USED IN THE CLASSROOM: ALWAYS . . . . . NEVER											
Students	4626	24.3	29.0	26.8	13.0	4.4	2.2	0.2	2.4	1.13	F-test significant at 0.001 level.
School Staff	1228	41.1	42.9	13.0	1.7	-	0.9	0.4	1.8	0.74	
Central Staff	359	20.5	48.7	22.2	4.1	-	4.0	0.5	2.1	0.78	
Parents†	-	-	-	-	-	-	-	-	-	-	
County Board of Education	71	31.0	36.6	16.9	8.5	-	5.6	1.4	2.0	0.94	

†First 28 School Processes only for Parents

TABLE A.4: ISSUES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Strongly Agree (1)	(Moderately Agree) (2)	Neutral (3)	(Moderately Disagree) (4)	Strongly Disagree (5)	No Opinion	No Response			
1. SCHOOLS SHOULD PROVIDE COURSES IN THE METHODS OF AFFECTING POLITICAL CHANGE											
Students	4626	18.9	19.2	35.0	5.0	4.4	13.5	4.0	2.5	1.07	
School Staff	1228	20.9	31.5	24.9	4.9	6.5	8.0	3.2	2.4	1.12	
Central Staff	359	30.2	35.5	17.3	6.4	4.2	2.0	4.4	2.1	1.08	
Parents	1791	21.3	19.1	28.7	5.0	11.5	9.0	5.4	2.6	1.29	
Board of Education (State & Local)	73	26.0	21.9	17.8	12.3	17.8	1.4	2.7	2.7	1.45	
Business/Industry (Management, Labor, News Media)	412	21.7	23.5	25.4	4.7	18.9	3.3	2.5	2.7	1.40	
General Public	2058	24.0	21.9	26.4	5.5	11.1	7.4	3.7	2.5	1.29	
Elected & Appointed Officials (County, State, & Federal)	114	20.2	28.1	24.6	12.3	13.2	-	1.8	2.7	1.29	
MSDE Staff	111	24.3	45.0	12.6	2.7	9.0	1.8	4.5	2.2	1.15	F-test significant at 0.001 level.
Postsecondary Educators	208	23.1	35.1	19.2	8.7	9.6	1.9	2.4	2.4	1.23	
2. SCHOOLS SHOULD OFFER SHORT COURSES IN AREAS OF SPECIAL INTERESTS TO STUDENTS											
Students	4626	66.0	18.0	8.4	1.4	2.9	3.1	0.2	1.5	0.93	
School Staff	1228	60.5	30.3	5.4	0.9	0.5	1.9	0.5	1.5	0.69	
Central Staff	359	61.5	29.4	3.0	2.4	0.1	1.8	1.8	1.4	0.65	
Parents	1791	51.8	27.0	12.2	2.4	3.4	3.0	0.2	1.8	1.01	
Board of Education (State & Local)	73	52.1	31.5	11.0	2.7	-	-	2.7	1.6	0.79	
Business/Industry (Management, Labor, News Media)	412	32.3	36.3	18.1	4.8	4.0	3.1	1.2	2.1	1.05	
General Public	2058	51.8	26.2	12.5	2.4	3.1	3.3	0.4	1.8	1.01	
Elected & Appointed Officials (County, State, & Federal)	114	27.2	41.2	16.7	4.4	6.1	2.6	1.8	2.2	1.09	
MSDE Staff	111	59.5	30.6	6.3	1.8	0.9	-	0.9	1.5	0.77	F-test significant at 0.001 level.
Postsecondary Educators	208	42.3	31.7	15.4	5.3	2.4	1.4	1.4	1.9	1.01	
3. SCHOOLS SHOULD SET ASIDE A PORTION OF CLASS TIME FOR SELF-DIRECTED STUDENT ACTIVITIES											
Students	4626	45.5	23.4	18.0	4.0	3.4	5.3	0.2	1.9	1.08	
School Staff	1228	44.0	33.7	13.1	3.4	3.1	1.9	0.8	1.8	1.00	
Central Staff	359	46.9	32.5	11.7	5.2	1.6	0.4	1.8	1.8	0.96	
Parents	1791	28.5	24.5	23.6	6.9	11.1	5.2	0.1	2.4	1.30	
Board of Education (State & Local)	73	28.8	31.5	19.2	8.2	11.0	-	1.4	2.4	1.29	
Business/Industry (Management, Labor, News Media)	412	15.8	23.4	25.1	9.5	20.5	4.0	1.8	3.0	1.37	
General Public	2058	30.6	23.2	22.8	5.6	11.9	5.5	0.4	2.4	1.33	
Elected & Appointed Officials (County, State, & Federal)	114	16.7	30.7	26.3	7.9	15.8	0.9	1.8	2.8	1.29	
MSDE Staff	111	46.8	27.9	9.9	3.6	6.3	4.5	0.9	1.9	1.16	F-test significant at 0.001 level.
Postsecondary Educators	208	27.9	25.0	18.7	10.1	12.0	2.9	3.4	2.5	1.35	

TABLE A.4: ISSUES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Strongly Agree (1)	[Moderately Agree] (2)	Neutral (3)	[Moderately Disagree] (4)	Strongly Disagree (5)	No Opinion	No Response			
4. COURSE OFFERINGS LIKE THE FOLLOWING SHOULD BE OFFERED BY THE SCHOOL: a. BLACK STUDIES											
Students	4626	30.4	16.9	27.9	6.1	9.1	9.3	0.2	2.4	1.28	F-test significant at 0.001 level.
School Staff	1228	41.5	25.2	18.6	4.2	6.7	3.1	0.7	2.1	1.19	
Central Staff	359	31.3	28.2	22.6	6.3	7.4	2.0	2.2	2.3	1.20	
Parents	1791	22.3	15.2	29.4	8.7	15.1	9.2	0.1	2.8	1.36	
Board of Education (State & Local)	73	31.5	16.4	16.4	17.8	15.1	1.4	1.4	2.7	1.47	
Business/Industry (Management, Labor, News Media)	412	12.3	16.8	30.6	10.9	21.2	6.0	2.2	3.1	1.32	
General Public	2058	25.2	16.3	28.8	6.9	13.8	8.5	0.6	2.6	1.36	
Elected & Appointed Officials (County, State, & Federal)	114	9.6	20.2	33.3	8.8	18.4	6.1	3.5	3.1	1.25	
MSDE Staff	111	22.5	30.6	24.3	9.9	9.0	2.7	0.9	2.5	1.22	
Postsecondary Educators	208	21.2	23.1	26.4	11.1	12.0	3.8	2.4	2.7	1.29	
4. COURSE OFFERINGS LIKE THE FOLLOWING SHOULD BE OFFERED BY THE SCHOOL: b. FAMILY LIFE AND HUMAN DEVELOPMENT											
Students	4626	39.5	25.4	22.7	4.5	2.4	5.3	0.2	2.0	1.04	F-test significant at 0.001 level.
School Staff	1228	57.6	29.2	9.8	0.9	0.8	1.4	0.2	1.6	0.78	
Central Staff	359	52.5	33.9	9.0	1.2	0.8	0.9	1.8	1.6	0.77	
Parents	1791	41.2	27.2	17.4	4.5	4.5	5.1	0.1	2.0	1.11	
Board of Education (State & Local)	73	52.1	23.3	13.7	1.4	5.5	1.4	2.7	1.8	1.10	
Business/Industry (Management, Labor, News Media)	412	31.9	35.9	20.1	4.0	4.2	2.0	2.0	2.1	1.05	
General Public	2058	45.5	27.4	16.1	3.2	2.9	4.4	0.4	1.8	1.02	
Elected & Appointed Officials (County, State, & Federal)	114	35.1	35.1	16.7	5.3	3.5	2.6	1.8	2.0	1.04	
MSDE Staff	111	43.2	41.4	13.5	0.9	0.9	-	-	1.8	0.79	
Postsecondary Educators	208	39.4	25.0	19.7	10.1	2.9	1.0	1.9	2.1	1.13	
4. COURSE OFFERINGS LIKE THE FOLLOWING SHOULD BE OFFERED BY THE SCHOOL: c. ENVIRONMENTAL SCIENCES											
Students	4626	37.8	26.1	22.0	4.9	2.8	6.1	0.2	2.0	1.05	F-test significant at 0.001 level.
School Staff	1228	51.5	34.8	10.4	1.3	0.2	1.5	0.4	1.6	0.75	
Central Staff	359	47.6	38.9	9.7	1.4	-	0.7	1.8	1.6	0.72	
Parents	1791	37.4	32.9	19.0	2.5	1.3	6.8	0.1	1.9	0.91	
Board of Education (State & Local)	73	41.1	32.9	17.8	2.7	2.7	-	2.7	1.9	0.98	
Business/Industry (Management, Labor, News Media)	412	31.3	40.2	17.5	2.6	2.6	3.6	2.1	2.0	0.94	
General Public	2058	41.2	32.8	16.6	1.9	1.2	5.8	0.5	1.8	0.88	
Elected & Appointed Officials (County, State, & Federal)	114	27.2	52.6	12.3	2.6	1.8	0.9	2.6	2.0	0.82	
MSDE Staff	111	38.7	47.7	10.8	0.9	0.9	-	0.9	1.8	0.75	
Postsecondary Educators	208	37.5	39.4	13.9	4.8	1.0	1.0	2.4	1.9	0.90	

TABLE A.4: ISSUES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Strongly Agree (1)	(Moderately Agree) (2)	Neutral (3)	(Moderately Disagree) (4)	Strongly Disagree (5)	No Opinion	No Response			
4. COURSE OFFERINGS LIKE THE FOLLOWING SHOULD BE OFFERED BY THE SCHOOLS: d. FEMALE ROLE IN SOCIETY											
Students	4626	29.1	20.4	29.7	7.1	5.0	8.6	0.2	2.3	1.16	F-test significant at 0.001 level.
School Staff	1228	25.9	26.8	30.1	7.8	4.4	4.0	1.0	2.4	1.10	
Central Staff	359	23.0	27.2	33.4	7.3	5.4	1.7	2.0	2.4	1.10	
Parents	1791	24.0	20.4	32.2	8.8	7.5	7.0	0.1	2.5	1.20	
Board of Education (State & Local)	73	20.5	28.8	30.1	5.5	8.2	4.1	2.7	2.5	1.16	
Business/Industry (Management, Labor, News Media)	412	13.0	25.1	36.3	8.5	8.7	5.2	3.1	2.7	1.11	
General Public	2058	24.4	22.6	30.9	7.2	7.5	7.1	0.5	2.5	1.19	
Elected & Appointed Officials (County, State, & Federal)	114	8.8	23.7	36.0	9.6	17.5	2.6	1.8	3.0	1.20	
MSDE Staff	111	15.3	27.9	35.1	11.7	7.2	0.9	1.8	2.7	1.11	
Postsecondary Educators	208	19.7	20.7	32.7	13.0	9.6	2.4	1.9	2.7	1.22	
4. COURSE OFFERINGS LIKE THE FOLLOWING SHOULD BE OFFERED BY THE SCHOOLS: e. POLITICAL SYSTEMS OTHER THAN DEMOCRACY											
Students	4626	27.9	23.2	26.4	6.3	5.9	10.1	0.2	2.3	1.17	F-test significant at 0.001 level.
School Staff	1228	37.1	38.5	17.0	2.5	1.0	3.0	0.9	1.9	0.86	
Central Staff	359	39.2	38.9	14.9	2.1	1.0	2.0	2.0	1.8	0.84	
Parents	1791	26.7	29.2	21.4	5.2	8.8	8.6	0.1	2.4	1.23	
Board of Education (State & Local)	73	35.6	31.5	19.2	4.1	6.8	-	2.7	2.1	1.16	
Business/Industry (Management, Labor, News Media)	412	26.0	36.0	17.6	2.7	11.2	4.3	2.1	2.3	1.25	
General Public	2058	31.8	26.7	20.9	4.3	7.4	8.4	0.6	2.2	1.20	
Elected & Appointed Officials (County, State, & Federal)	114	22.8	34.2	23.7	7.0	8.8	0.9	2.6	2.4	1.19	
MSDE Staff	111	30.6	48.6	15.3	2.7	2.7	-	-	2.0	0.90	
Postsecondary Educators	208	35.1	38.0	16.8	4.3	1.0	1.9	2.9	1.9	0.90	
4. COURSE OFFERINGS LIKE THE FOLLOWING SHOULD BE OFFERED BY THE SCHOOLS: f. DRUG EDUCATION											
Students	4626	59.4	19.2	11.3	2.7	2.4	4.8	0.2	1.6	0.97	F-test significant at 0.001 level.
School Staff	1228	69.5	23.6	3.9	0.3	1.0	1.4	0.3	1.4	0.67	
Central Staff	359	61.3	26.3	7.8	1.7	0.4	1.1	1.5	1.5	0.75	
Parents	1791	70.0	18.1	5.8	1.4	1.1	3.4	0.2	1.4	0.76	
Board of Education (State & Local)	73	67.1	21.9	5.5	-	2.7	-	2.7	1.4	0.84	
Business/Industry (Management, Labor, News Media)	412	69.5	19.6	6.0	0.9	1.0	2.0	0.9	1.4	0.74	
General Public	2058	71.3	16.7	5.5	1.0	1.3	3.6	0.5	1.4	0.76	
Elected & Appointed Officials (County, State, & Federal)	114	49.1	36.8	7.9	1.8	2.6	-	1.8	1.7	0.89	
MSDE Staff	111	52.3	34.2	10.8	-	0.9	-	1.8	1.6	0.75	
Postsecondary Educators	208	51.4	30.3	11.1	3.4	1.0	0.5	2.4	1.7	0.88	

TABLE A.4: ISSUES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Strongly Agree (1)	(Moderately Agree) (2)	Neutral (3)	(Moderately Disagree) (4)	Strongly Disagree (5)	No Opinion	No Response			
5. SCHOOLS SHOULD HAVE PAID TEACHER AIDES											
Students	4626	23.5	14.1	26.7	6.8	9.7	19.0	0.2	2.6	1.31	F-test significant at 0.001 level.
School Staff	1228	70.9	16.4	6.9	0.9	2.4	1.9	0.7	1.4	0.86	
Central Staff	359	57.4	21.5	10.7	3.3	3.5	1.9	1.7	1.7	1.04	
Parents	1791	40.7	17.5	19.1	3.8	10.4	8.4	0.1	2.2	1.35	
Board of Education (State & Local)	73	57.5	17.8	12.3	4.1	4.1	-	4.1	1.7	1.10	
Business/Industry (Management, Labor, News Media)	412	19.9	19.3	22.4	4.4	21.4	9.6	2.8	2.9	1.46	
General Public	2058	35.9	17.0	19.6	3.8	13.3	10.0	0.5	2.4	1.41	
Elected & Appointed Officials (County, State, & Federal)	114	28.1	26.3	18.4	7.9	13.2	2.6	3.5	2.5	1.36	
MSDE Staff	111	52.3	23.4	15.3	1.8	3.6	1.8	1.8	1.8	1.03	
Postsecondary Educators	208	41.8	26.9	16.8	3.8	4.8	4.8	1.0	2.0	1.12	
6. SCHOOLS SHOULD ENCOURAGE STUDENTS TO PARTICIPATE IN ORGANIZED POLITICAL ACTIVITY											
Students	4626	21.7	18.8	30.6	8.1	10.8	9.8	0.2	2.6	1.27	F-test significant at 0.001 level.
School Staff	1228	18.3	26.4	32.9	5.9	10.7	5.3	0.5	2.6	1.20	
Central Staff	359	20.1	27.3	33.2	7.1	9.9	0.8	1.7	2.6	1.19	
Parents	1791	17.1	18.4	29.0	8.0	20.3	7.2	0.1	3.0	1.38	
Board of Education (State & Local)	73	21.9	17.8	19.2	13.7	20.5	4.1	2.7	2.9	1.47	
Business/Industry (Management, Labor, News Media)	412	12.0	20.5	24.3	9.0	26.2	4.8	3.1	3.2	1.40	
General Public	2058	21.8	20.4	25.6	7.3	18.5	6.1	0.4	2.8	1.41	
Elected & Appointed Officials (County, State, & Federal)	114	22.8	33.3	21.9	4.4	14.0	1.8	1.8	2.5	1.30	
MSDE Staff	111	21.6	36.9	25.2	7.2	5.4	3.6	-	2.4	1.08	
Postsecondary Educators	208	15.4	26.9	21.2	8.7	19.7	6.2	1.9	2.9	1.38	
7. MARYLAND STATE DEPARTMENT OF EDUCATION SHOULD ESTABLISH COURSE GUIDELINES											
Students	4626	19.8	15.9	26.7	9.1	12.8	15.5	0.2	2.8	1.33	F-test significant at 0.001 level.
School Staff	1228	16.0	19.2	25.7	13.2	20.2	5.2	0.5	3.0	1.37	
Central Staff	359	15.5	17.2	24.8	13.4	24.3	3.1	1.7	3.2	1.41	
Parents	1791	35.7	22.4	19.6	4.3	7.0	10.9	0.1	2.2	1.22	
Board of Education (State & Local)	73	16.4	27.4	16.4	8.2	26.0	2.7	2.7	3.0	1.47	
Business/Industry (Management, Labor, News Media)	412	34.8	24.4	20.6	3.4	7.5	6.8	2.5	2.2	1.21	
General Public	2058	37.1	20.9	18.8	5.2	9.3	8.1	0.6	2.2	1.31	
Elected & Appointed Officials (County, State, & Federal)	114	27.2	21.1	21.9	9.6	11.4	6.1	2.6	2.5	1.34	
MSDE Staff	111	39.6	26.1	18.9	2.7	9.9	1.8	0.9	2.2	1.27	
Postsecondary Educators	208	18.7	25.0	17.8	10.1	19.2	6.7	2.4	2.8	1.43	

TABLE A.4: ISSUES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x̄)	Standard Deviation (s)	Indicator of Significance (*)
		Strongly Agree (1)	Moderately Agree (2)	Neutral (3)	Moderately Disagree (4)	Strongly Disagree (5)	No Opinion	No Response			
8. SCHOOLS SHOULD BE OPENED ON A YEAR AROUND BASIS RATHER THAN ON 9-MONTH BASIS											
Students	4626	9.7	5.6	9.9	4.2	71.8	4.7	0.2	4.3	1.30	F-test significant at 0.001 level.
School Staff	1229	28.5	13.7	17.1	6.7	30.9	2.8	0.3	3.0	1.63	
Central Staff	339	37.7	20.7	19.6	3.4	12.1	1.5	2.2	2.3	1.38	
Parents	1791	22.5	9.6	13.6	5.6	45.5	4.0	0.1	3.4	1.67	
Board of Education (State & Local)	73	35.6	19.2	16.4	4.1	20.5	1.4	2.7	2.5	1.54	
Business/Industry (Management, Labor, News Media)	412	37.1	14.0	14.0	5.2	24.4	3.1	2.2	2.6	1.63	
General Public	2038	25.4	9.5	13.2	4.7	42.0	4.5	0.4	3.3	1.70	
Elected & Appointed Officials (County, State, & Federal)	114	42.1	19.3	14.0	2.6	18.4	1.8	1.8	2.3	1.52	
MSDE Staff	111	30.5	20.7	15.3	-	13.5	-	-	2.0	1.37	
Postsecondary Educators	208	11.7	21.6	11.1	5.8	26.0	2.9	1.0	2.7	1.61	
9. SCHOOLS SHOULD HAVE AND ENFORCE RULES ABOUT DRESS AND HAIR STYLES											
Students	4626	9.0	5.7	9.0	10.0	62.9	3.1	0.2	4.2	1.34	F-test significant at 0.001 level.
School Staff	1229	16.5	18.8	21.7	13.8	27.6	1.9	0.4	3.2	1.45	
Central Staff	339	14.7	16.4	20.0	19.5	29.0	2.1	1.3	3.3	1.44	
Parents	1791	40.3	16.0	15.3	7.6	17.9	2.7	0.1	2.4	1.53	
Board of Education (State & Local)	73	24.7	17.8	16.4	11.0	27.4	-	2.7	3.0	1.56	
Business/Industry (Management, Labor, News Media)	412	43.5	18.1	14.7	9.8	13.0	2.5	1.4	2.2	1.43	
General Public	2038	35.6	11.4	13.7	6.6	26.5	2.7	0.4	2.7	1.67	
Elected & Appointed Officials (County, State, & Federal)	114	35.1	19.3	15.9	12.3	14.0	2.6	0.9	2.5	1.45	
MSDE Staff	111	13.5	13.3	19.8	14.4	34.2	0.9	1.8	3.4	1.45	
Postsecondary Educators	208	17.8	13.9	14.9	12.5	38.5	1.4	1.0	3.4	1.55	
10. SENIOR HIGH SCHOOL STUDENTS SHOULD BE ALLOWED TO LEAVE SCHOOL PREMISES WHEN NOT SCHEDULED FOR A CLASS											
Students	4626	34.7	12.5	10.8	4.3	12.4	5.1	0.2	2.0	1.43	F-test significant at 0.001 level.
School Staff	1229	14.5	16.5	16.9	10.1	34.6	6.9	0.6	3.4	1.51	
Central Staff	339	13.0	24.4	12.5	13.6	32.1	2.9	1.5	3.3	1.48	
Parents	1791	13.5	10.2	13.2	7.7	49.6	3.6	0.1	3.7	1.56	
Board of Education (State & Local)	73	9.2	15.1	9.6	17.8	43.8	4.1	1.4	3.8	1.39	
Business/Industry (Management, Labor, News Media)	412	15.2	18.7	17.4	9.5	45.7	2.9	0.9	3.6	1.54	
General Public	2038	20.9	11.1	13.6	5.4	42.8	3.7	0.4	3.4	1.65	
Elected & Appointed Officials (County, State, & Federal)	114	7.0	17.5	14.9	13.2	44.7	1.8	0.9	3.7	1.38	
MSDE Staff	111	18.9	29.7	14.4	9.0	27.0	0.9	-	3.0	1.50	
Postsecondary Educators	208	14.9	19.2	16.8	9.1	34.1	4.8	1.0	3.3	1.51	

TABLE A.4: ISSUES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean ($\bar{x}$)	Standard Deviation (s)	Indicator of Significance (*)
		Strongly Agree (1)	[Moderately Agree] (2)	Neutral (3)	[Moderately Disagree] (4)	Strongly Disagree (5)	No Opinion	No Response			
11. JUNIOR HIGH OR MIDDLE SCHOOL STUDENTS SHOULD BE ALLOWED TO LEAVE SCHOOL PREMISES WHEN NOT SCHEDULED FOR A CLASS											
Students	4626	24.2	11.0	17.0	11.1	32.4	4.2	0.2	3.2	1.60	F-test significant at 0.001 level.
School Staff	1228	4.1	3.5	8.0	10.5	69.4	4.2	0.4	4.4	1.07	
Central Staff	359	3.9	2.9	7.5	15.5	66.7	2.0	1.4	4.4	1.03	
Parents	1791	6.5	3.0	6.3	7.1	73.9	3.1	0.1	4.4	1.17	
Board of Education (State & Local)	73	2.7	-	5.5	9.6	79.5	1.4	1.4	4.7	0.82	
Business/Industry (Management, Labor, News Media)	412	7.3	4.0	8.3	7.3	69.5	2.2	1.4	4.3	1.24	
General Public	2058	7.2	4.7	11.0	7.8	65.8	3.0	0.4	4.2	1.26	
Elected & Appointed Officials (County, State, & Federal)	114	3.5	3.5	7.0	13.2	69.3	2.6	0.9	4.5	1.02	
MSDE Staff	111	4.5	9.0	14.4	16.2	55.0	-	0.9	4.1	1.21	
Postsecondary Educators	208	4.8	5.3	13.9	16.8	54.3	3.8	1.0	4.2	1.17	
12. SCHOOL SYSTEMS SHOULD CONTRACT WITH PRIVATE INDUSTRY TO TEACH SOME SCHOOL SUBJECTS											
Students	4626	28.8	21.4	26.3	3.0	3.5	16.8	0.2	2.2	1.08	F-test significant at 0.001 level.
School Staff	1228	28.4	23.6	16.5	6.0	20.6	4.5	0.4	2.6	1.50	
Central Staff	359	20.7	22.5	16.1	9.4	27.4	1.8	2.2	3.0	1.53	
Parents	1791	38.1	22.0	17.7	3.6	10.3	8.3	0.1	2.2	1.32	
Board of Education (State & Local)	73	28.8	15.1	23.3	8.2	19.2	2.7	2.7	2.7	1.48	
Business/Industry (Management, Labor, News Media)	412	35.3	28.3	13.9	2.8	13.0	5.1	1.6	2.2	1.36	
General Public	2058	41.3	22.0	17.4	3.1	8.5	7.3	0.5	2.1	1.26	
Elected & Appointed Officials (County, State, & Federal)	114	32.5	22.8	26.3	4.4	12.3	0.9	0.9	2.4	1.32	
MSDE Staff	111	30.6	17.1	13.5	8.1	28.8	1.8	-	2.9	1.63	
Postsecondary Educators	208	26.4	24.0	13.0	5.8	22.6	7.2	1.0	2.7	1.54	
13. STUDENTS'READING MATERIALS SHOULD BE CENSORED IN THE SCHOOLS											
Students	4626	14.5	8.7	18.8	10.3	37.3	10.3	0.2	3.5	1.50	F-test significant at 0.001 level.
School Staff	1228	10.6	20.9	21.5	15.0	26.4	5.4	0.2	3.3	1.37	
Central Staff	359	12.9	23.7	17.5	17.4	23.0	4.0	1.6	3.2	1.39	
Parents	1791	30.7	16.3	17.0	8.1	21.6	6.3	0.1	2.7	1.55	
Board of Education (State & Local)	73	20.5	24.7	20.5	6.8	19.2	4.1	4.1	2.8	1.42	
Business/Industry (Management, Labor, News Media)	412	28.1	15.5	21.1	4.6	25.9	3.3	1.4	2.8	1.57	
General Public	1058	28.1	14.0	15.8	7.7	29.9	4.1	0.4	3.0	1.63	
Elected & Appointed Officials (County, State, & Federal)	114	25.4	12.3	15.8	14.9	26.3	4.4	0.9	3.0	1.57	
MSDE Staff	111	10.8	13.5	13.5	18.9	43.2	-	-	3.7	1.41	
Postsecondary Educators	208	10.6	8.2	17.3	13.5	46.2	3.4	1.0	3.8	1.40	

TABLE A.4: ISSUES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Greater (1)	(Slightly Increased) (2)	Unchanged (3)	(Slightly Decreased) (4)	Less (5)	No Opinion	No Response			
14. INVOLVEMENT OF THE STUDENT BODY IN DECISION-MAKING CONCERNING SCHOOL OPERATIONS SHOULD BE:											
Students	4626	53.4	22.2	14.2	0.6	1.5	7.7	0.5	1.6	0.88	
School Staff	1228	21.7	31.9	28.6	4.1	4.5	6.9	0.2	2.3	1.03	
Central Staff	359	26.0	41.2	24.8	2.3	3.1	1.4	1.1	2.1	0.94	
Parents	1791	23.9	21.5	29.2	5.2	10.6	8.3	1.4	2.5	1.26	
Board of Education (State & Local)	73	19.2	26.0	35.6	9.6	5.5	2.7	1.4	2.5	1.09	
Business/Industry (Management, Labor, News Media)	412	12.2	21.1	28.9	8.2	23.8	4.3	1.5	3.1	1.35	
General Public	2058	32.8	21.2	20.6	3.9	12.7	8.1	0.6	2.4	1.37	
Elected & Appointed Officials (County, State, & Federal)	114	10.5	22.8	30.7	7.0	19.3	8.8	0.9	3.0	1.28	
MSDE Staff	111	36.0	36.0	15.3	5.4	4.5	2.7	-	2.0	1.08	F-test significant at 0.001 level.
Postsecondary Educators	208	18.7	32.7	22.6	4.8	12.5	6.7	1.9	2.6	1.26	
15. SCHOOL PARTICIPATION IN COMMUNITY IMPROVEMENT PROJECTS SHOULD BE:											
Students	4626	44.6	26.1	17.3	0.9	1.4	9.3	0.3	1.8	0.90	
School Staff	1228	41.7	37.7	15.5	0.9	0.6	3.2	0.3	1.8	0.80	
Central Staff	359	41.7	43.9	9.4	0.5	0.9	2.5	1.1	1.7	0.74	
Parents	1791	44.9	28.4	16.2	1.5	1.9	6.4	1.0	1.8	0.93	
Board of Education (State & Local)	73	46.6	23.3	23.3	2.7	2.7	-	1.4	1.9	1.03	
Business/Industry (Management, Labor, News Media)	412	42.8	30.0	14.4	2.1	3.4	5.6	1.7	1.8	1.01	
General Public	2058	53.5	22.4	12.8	1.3	1.7	7.7	0.3	1.6	0.91	
Elected & Appointed Officials (County, State, & Federal)	114	38.6	37.7	17.5	1.8	0.9	2.6	0.9	1.8	0.84	
MSDE Staff	111	50.5	37.8	5.4	-	1.6	2.7	-	1.6	0.99	F-test significant at 0.001 level.
Postsecondary Educators	208	43.3	29.3	12.5	3.8	2.4	7.2	1.4	1.8	0.99	
16. COMMUNITY PARTICIPATION IN SCHOOL PLANNING, SETTING GOALS, AND MAKING POLICIES AND PROGRAMS SHOULD BE:											
Students	4626	30.3	20.9	25.9	3.7	5.4	13.4	0.3	2.2	1.16	
School Staff	1228	23.0	32.4	27.7	4.9	7.5	4.2	0.2	2.4	1.14	
Central Staff	359	30.8	37.1	24.0	3.4	3.2	0.5	1.1	2.1	0.99	
Parents	1791	39.2	25.0	21.2	2.9	3.8	6.9	1.0	2.0	1.08	
Board of Education (State & Local)	73	37.0	24.7	26.0	2.7	4.1	4.1	1.4	2.1	1.08	
Business/Industry (Management, Labor, News Media)	412	35.6	24.4	22.3	1.9	8.7	3.4	1.8	2.2	1.25	
General Public	2058	42.8	22.5	17.8	2.3	6.1	8.0	0.5	2.0	1.17	
Elected & Appointed Officials (County, State, & Federal)	114	37.7	31.6	18.4	6.1	3.5	1.8	0.9	2.0	1.07	
MSDE Staff	111	45.0	37.8	9.9	2.7	2.7	1.8	-	1.8	0.93	F-test significant at 0.001 level.
Postsecondary Educators	208	25.5	29.3	22.6	5.3	7.7	7.7	1.9	2.3	1.19	

TABLE A.4: ISSUES BY DIFFERENT RESPONDENT GROUPS, INCLUDING AN INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEANS FOR EACH GROUP (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)							Mean (x)	Standard Deviation (s)	Indicator of Significance (*)
		Greater (1)	Slightly Increased (2)	Unchanged (3)	Slightly Decreased (4)	Less (5)	No Opinion	No Response			
17. AVAILABILITY OF SCHOOL FACILITIES TO THE COMMUNITY SHOULD BE:											
Students	4626	17.1	20.4	26.1	2.2	2.0	11.9	0.3	2.0	1.01	
School Staff	1229	36.3	26.3	32.1	1.4	2.1	1.6	0.2	2.0	0.97	
Central Staff	339	48.8	29.3	18.2	0.9	0.9	0.9	1.1	1.7	0.85	
Parents	1791	39.2	20.5	29.4	1.3	1.4	7.3	1.0	2.0	0.97	
Board of Education (State & Local)	73	41.1	19.2	35.6	-	-	1.4	2.7	1.9	0.99	
Business/Industry (Management, Labor, News Media)	412	48.5	21.0	22.7	0.2	1.0	3.6	0.9	1.8	0.99	
General Public	2058	50.9	17.6	21.1	0.6	1.6	7.3	0.7	1.7	0.95	
Elected & Appointed Officials (County, State, & Federal)	114	71.1	14.0	11.4	0.9	0.9	-	1.8	1.4	0.90	
MSDE Staff	111	66.7	22.5	9.9	-	-	0.9	-	1.4	0.67	
Postsecondary Educators	208	44.7	25.5	19.2	1.0	0.5	3.4	2.4	1.8	0.94	
18. EMPHASIS ON PRE-SCHOOL EDUCATION (YOUNGER THAN 5 YEARS OLD) SHOULD BE:											
Students	4626	30.9	15.4	29.3	2.5	7.4	14.1	0.4	2.3	1.23	
School Staff	1228	39.9	18.2	24.8	3.1	8.9	4.8	0.3	2.2	1.27	
Central Staff	339	43.8	17.7	22.4	3.8	9.0	2.1	1.1	2.1	1.29	
Parents	1791	31.3	12.3	33.2	2.8	12.2	7.3	1.0	2.5	1.34	
Board of Education (State & Local)	73	31.5	20.5	30.1	6.8	9.2	-	2.7	2.4	1.24	
Business/Industry (Management, Labor, News Media)	412	23.8	13.4	35.7	4.7	12.6	9.2	1.5	2.7	1.30	
General Public	2058	35.6	12.9	29.2	2.7	10.8	8.3	0.6	2.4	1.33	
Elected & Appointed Officials (County, State, & Federal)	114	30.7	14.9	22.8	4.4	23.7	2.6	0.9	2.8	1.55	
MSDE Staff	111	55.0	19.9	14.4	6.3	3.4	-	-	1.9	1.19	
Postsecondary Educators	208	41.8	20.7	21.6	1.9	7.2	5.3	1.6	2.1	1.21	

*P-test significant at 0.001 level.

19. PRE-SCHOOL EDUCATION (YOUNGER THAN 5 YEARS OLD) SHOULD BE PROVIDED IN THE LOCAL SCHOOL SYSTEM BY:

Respondent Groups	Total (n)	Relative Frequency of Response (%)				
		Under MSDE Guidelines		Do Not Provide	No Opinion	No Response
		Private Agencies	LEA's			
Students	4626	11.8	46.2	9.9	29.3	2.8
School Staff	1228	15.4	56.0	16.2	11.5	0.9
Central Staff	339	18.9	57.6	15.0	5.8	2.8
Parents	1791	15.2	45.6	22.1	14.0	3.1
Board of Education (State & Local)	73	16.4	47.9	23.3	6.8	5.5
Business/Industry (Management, Labor, News Media)	412	22.6	36.3	22.7	14.7	3.7
General Public	2058	17.5	48.6	18.3	15.5	2.2
Elected & Appointed Officials (County, State, & Federal)	114	25.4	37.7	28.9	5.3	2.6
MSDE Staff	111	11.7	67.6	9.0	8.1	3.6
Postsecondary Educators	208	20.2	50.0	12.5	14.9	2.4

TABLE A.5: MOST URGENT PUBLIC ELEMENTARY EDUCATION PROGRAM NEEDS BY DIFFERENT RESPONDENT GROUPS

Respondent Groups	Total (n)	Relative Frequency of Response (%)						
		Materials	Methods	Inservice Training	Support Services	MSDE Guidelines	Do Not Know	No Response
ART EDUCATION								
School Staff	1189	38.6	6.9	18.8	15.0	2.4	78.8	39.7
Central Staff	348	28.7	8.5	23.8	23.0	4.8	80.4	31.0
County Board of Education	70	29.3	10.8	15.7	16.5	11.1	51.9	64.6
ENGLISH LANGUAGE ARTS								
School Staff	1189	32.7	22.3	18.3	9.2	6.6	73.9	37.1
Central Staff	348	23.1	29.3	35.9	15.1	6.1	64.9	25.6
County Board of Education	70	22.8	29.1	33.8	15.1	10.9	30.4	57.7
FOREIGN LANGUAGE								
School Staff	1189	14.2	11.4	9.0	7.8	3.7	111.1	42.9
Central Staff	348	16.8	16.5	19.2	11.0	5.5	96.5	34.4
County Board of Education	70	11.3	26.4	19.5	13.6	10.1	46.3	72.9
HEALTH EDUCATION								
School Staff	1189	26.0	16.6	16.2	11.5	5.6	84.7	39.3
Central Staff	348	23.2	19.4	31.4	18.3	7.7	70.8	29.2
County Board of Education	70	24.1	14.3	27.7	13.9	8.1	40.9	71.0
HOME ECONOMICS								
School Staff	1189	16.7	7.0	6.8	8.5	3.0	113.5	44.5
Central Staff	348	18.9	12.0	17.2	14.6	4.6	99.5	33.0
County Board of Education	70	21.6	12.3	11.9	13.4	6.9	57.7	76.2
MATHEMATICS								
School Staff	1189	37.9	17.3	19.2	8.5	4.2	76.5	36.4
Central Staff	348	30.8	19.0	32.4	13.6	5.8	70.8	27.7
County Board of Education	70	24.8	16.0	37.0	18.3	11.4	30.0	62.7
MUSIC EDUCATION								
School Staff	1189	25.6	12.8	10.8	14.0	3.4	92.3	41.0
Central Staff	348	20.0	16.8	20.2	18.8	3.8	88.9	31.4
County Board of Education	70	30.5	9.8	11.9	16.7	9.7	48.1	73.3
NATURAL SCIENCES								
School Staff	1189	30.0	12.7	15.7	8.0	3.7	89.9	41.0
Central Staff	348	30.7	19.9	29.4	10.6	4.0	75.9	29.5
County Board of Education	70	29.1	24.3	23.6	14.3	6.7	37.7	64.3
PHYSICAL EDUCATION								
School Staff	1189	24.2	11.2	11.0	14.5	4.8	92.4	41.8
Central Staff	348	18.6	19.5	23.9	21.2	5.6	79.7	31.4
County Board of Education	70	14.1	16.8	16.3	15.5	11.0	53.1	73.2
READING								
School Staff	1189	43.0	21.4	26.1	13.4	3.9	58.5	33.3
Central Staff	348	35.6	23.0	49.6	20.4	5.7	45.6	20.0
County Board of Education	70	37.8	24.9	42.6	16.2	9.6	18.6	50.1
SOCIAL STUDIES								
School Staff	1189	37.5	20.0	15.6	8.2	6.1	76.4	36.2
Central Staff	348	31.0	29.5	32.3	11.5	5.2	64.2	26.4
County Board of Education	70	29.5	23.5	19.7	7.2	13.0	38.1	69.0

TABLE A.6: MOST URGENT PUBLIC SECONDARY EDUCATION PROGRAM NEEDS BY DIFFERENT RESPONDENT GROUPS

Respondent Groups	Total (n)	Relative Frequency of Response (%)						
		Materials	Methods	Inservice Training	Support Services	MSDE Guidelines	Do Not Know	No Response
AGRICULTURE								
School Staff	1189	6.8	4.8	2.9	5.9	3.1	111.7	64.9
Central Staff	348	12.8	11.3	9.8	9.3	4.0	107.6	45.3
County Board of Education	70	16.5	11.9	12.2	12.4	6.7	67.9	72.5
ART EDUCATION								
School Staff	1189	21.1	6.3	5.3	6.4	2.3	98.3	60.3
Central Staff	348	24.3	10.9	15.4	13.4	3.5	91.0	41.6
County Board of Education	70	29.1	10.8	16.5	14.1	8.2	51.0	70.5
BUSINESS EDUCATION								
School Staff	1189	15.3	8.6	5.9	7.3	2.0	100.4	60.5
Central Staff	348	20.9	19.7	19.2	14.1	4.3	84.1	37.6
County Board of Education	70	16.4	13.2	20.9	18.4	8.3	50.1	72.8
DISTRIBUTIVE EDUCATION								
School Staff	1189	9.9	6.1	5.2	7.6	2.3	107.2	61.8
Central Staff	348	14.8	12.7	16.9	17.7	4.7	93.1	40.2
County Board of Education	70	10.8	9.2	14.6	14.0	14.5	54.4	82.7
ENGLISH LANGUAGE ARTS								
School Staff	1189	22.3	16.8	10.5	5.8	3.6	83.3	57.7
Central Staff	348	24.8	26.4	25.0	9.9	4.8	74.5	34.8
County Board of Education	70	26.3	24.5	28.5	11.3	9.6	34.3	65.6
FOREIGN LANGUAGE								
School Staff	1189	15.1	10.0	6.0	4.2	2.5	101.0	61.2
Central Staff	348	20.1	18.7	16.6	8.1	3.1	92.8	40.8
County Board of Education	70	20.4	19.1	23.3	10.8	8.2	45.5	72.7
HEALTH EDUCATION								
School Staff	1189	15.9	11.1	9.0	7.4	4.3	93.1	59.2
Central Staff	348	23.4	20.8	27.2	10.9	6.0	75.7	36.1
County Board of Education	70	20.4	12.5	25.2	12.5	11.0	47.6	70.7
HEALTH OCCUPATION EDUCATION								
School Staff	1189	10.2	6.3	5.7	5.4	2.3	108.4	61.7
Central Staff	348	16.6	11.4	16.6	13.2	5.7	96.3	40.3
County Board of Education	70	10.9	7.6	16.6	15.3	14.1	56.1	79.4
HOME ECONOMICS								
School Staff	1189	15.0	8.5	4.7	6.7	1.7	102.5	60.8
Central Staff	348	21.5	15.5	18.8	13.2	4.5	89.1	37.4
County Board of Education	70	18.8	10.1	13.5	9.6	6.7	57.4	84.0
INDUSTRIAL ARTS								
School Staff	1189	18.4	7.9	5.2	7.2	1.9	99.3	60.0
Central Staff	348	22.4	10.1	21.6	10.9	5.3	81.7	38.0
County Board of Education	70	17.7	8.9	14.9	16.3	8.3	54.9	79.1
MATHEMATICS								
School Staff	1189	19.9	13.1	8.3	5.1	3.0	92.1	58.6
Central Staff	348	25.4	23.6	23.0	9.9	4.4	74.8	38.9
County Board of Education	70	19.0	16.3	30.1	12.3	11.4	38.6	72.4

TABLE A.6: MOST URGENT PUBLIC SECONDARY EDUCATION PROGRAM NEEDS BY DIFFERENT RESPONDENT GROUPS (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)						
		Materials	Methods	Inservice Training	Support Services	MSDE Guidelines	Do Not Know	No Response
MUSIC EDUCATION								
School Staff	1189	15.1	8.7	4.1	7.0	2.7	101.3	61.1
Central Staff	348	20.1	16.0	16.5	12.1	3.9	90.6	40.7
County Board of Education	70	17.4	15.1	17.9	11.9	8.3	51.0	78.4
NATURAL SCIENCES								
School Staff	1189	17.0	8.6	6.2	5.9	2.0	100.0	60.1
Central Staff	348	28.2	16.8	20.1	11.2	3.4	81.7	38.6
County Board of Education	70	33.5	18.5	22.5	6.4	9.6	36.6	73.0
OFFICE OCCUPATIONS								
School Staff	1189	11.4	6.7	4.4	6.8	1.7	107.1	62.0
Central Staff	348	20.5	16.5	16.1	10.9	4.5	90.7	40.8
County Board of Education	70	15.1	12.5	14.8	12.5	9.8	54.5	80.8
PHYSICAL EDUCATION								
School Staff	1189	14.7	8.9	6.0	7.0	3.0	99.7	60.8
Central Staff	348	17.1	23.9	20.0	10.3	7.3	84.1	37.4
County Board of Education	70	16.4	6.0	19.9	11.4	8.1	56.8	81.3
READING								
School Staff	1189	24.5	16.9	17.4	8.0	2.4	76.6	54.4
Central Staff	348	30.3	23.9	40.2	14.8	4.8	57.1	29.2
County Board of Education	70	32.7	31.1	35.8	9.1	11.4	27.2	52.8
SOCIAL STUDIES								
School Staff	1189	21.0	13.8	8.8	5.6	3.0	91.0	56.8
Central Staff	348	26.5	27.9	25.1	8.2	5.6	71.9	34.8
County Board of Education	70	33.0	27.4	20.4	5.8	12.8	35.1	65.5
TECHNICAL EDUCATION								
School Staff	1189	13.7	7.2	6.4	7.6	2.3	103.7	59.2
Central Staff	348	19.3	15.3	18.0	15.3	6.1	87.0	38.8
County Board of Education	70	16.6	20.4	13.4	23.2	13.9	40.9	71.5
TRADE AND INDUSTRIAL OCCUPATIONS								
School Staff	1189	16.6	7.6	6.4	10.8	2.8	94.9	61.1
Central Staff	348	23.5	13.2	21.0	18.9	6.6	80.3	36.6
County Board of Education	70	23.3	17.1	15.0	19.5	10.5	35.1	79.6

TABLE A.7: MOST URGENT PUBLIC SPECIAL EDUCATION PROGRAM NEEDS BY DIFFERENT RESPONDENT GROUPS

Respondent Groups	Total (n)	Relative Frequency of Response (%)										
		Individual Attention	Inservice Training	Materials & Equipment	Special & Remedial Services	Enrichment Programs	MSDE Guidelines	Financial Assistance	Family Counseling	Do Not Know	No Response
BLIND											
School Staff	1189	9.8	7.2	14.2	11.1	4.1	2.6	2.6	8.4	170.4	69.6
Central Staff	348	12.1	11.5	13.8	16.2	3.0	3.7	9.5	15.2	151.7	64.3
County Board of Education	70	16.7	10.7	11.4	8.9	4.9	8.3	0.6	10.1	87.5	141.1
CULTURALLY DISADVANTAGED											
School Staff	1189	32.8	19.3	26.1	27.5	20.8	2.2	1.4	25.4	97.2	47.4
Central Staff	348	43.3	40.9	23.8	32.6	16.6	3.2	2.8	23.5	76.9	36.2
County Board of Education	70	31.4	24.9	11.5	17.9	19.2	8.3	-	24.9	54.3	107.9
EDUCABLE MENTALLY RETARDED											
School Staff	1189	30.2	19.0	24.3	27.2	7.6	3.6	3.0	15.3	119.6	54.4
Central Staff	348	31.2	34.7	24.3	32.7	6.3	3.5	8.2	18.3	94.2	46.9
County Board of Education	70	27.4	25.4	19.6	13.9	9.2	8.3	7.8	18.3	51.3	118.8
GIFTED											
School Staff	1189	36.0	20.7	35.9	5.6	40.3	3.3	1.1	3.5	102.0	50.5
Central Staff	348	37.5	34.3	37.3	6.8	43.0	5.2	2.2	6.1	86.3	41.4
County Board of Education	70	41.4	24.7	27.0	3.4	35.7	9.7	-	2.8	52.5	102.6
HEARING IMPAIRED											
School Staff	1189	14.3	10.0	18.5	16.2	3.2	2.8	1.0	7.9	160.2	66.1
Central Staff	348	21.2	17.1	21.0	19.9	2.8	4.4	4.6	13.4	137.1	58.8
County Board of Education	70	20.4	22.0	24.4	12.0	1.4	9.8	3.8	10.1	65.5	130.5
MINORITY GROUPS											
School Staff	1189	17.7	21.4	19.6	13.1	13.7	4.0	2.6	13.9	133.0	61.3
Central Staff	348	26.2	44.2	24.3	15.4	11.4	5.2	4.0	14.8	103.6	51.0
County Board of Education	70	17.8	28.0	14.2	13.0	17.0	8.3	2.8	14.0	62.4	122.6
MULTI-HANDICAPPED											
School Staff	1189	12.4	8.8	16.0	12.3	1.8	3.1	2.8	8.7	168.6	65.4
Central Staff	348	17.4	15.6	18.9	29.4	1.3	4.8	8.8	14.6	142.2	53.3
County Board of Education	70	15.3	18.7	15.5	11.4	3.2	8.3	3.4	12.3	76.6	135.4
ORTHOPEDICALLY IMPAIRED											
School Staff	1189	8.9	6.6	14.9	11.2	1.9	2.7	2.1	7.0	177.2	67.7
Central Staff	348	15.2	12.2	19.6	17.6	1.5	4.1	7.1	10.6	153.8	58.1
County Board of Education	70	11.8	13.8	15.8	12.2	3.2	8.3	3.6	6.0	80.3	144.9
PARTIALLY SIGHTED											
School Staff	1189	13.9	8.7	17.9	12.9	1.9	3.0	1.7	6.0	167.5	66.5
Central Staff	348	21.2	17.0	23.0	18.2	1.9	2.6	3.3	8.0	149.2	55.7
County Board of Education	70	20.0	18.7	21.4	5.0	-	6.9	3.6	9.1	73.8	141.5

TABLE A.7: MOST URGENT PUBLIC SPECIAL EDUCATION PROGRAM NEEDS BY DIFFERENT RESPONDENT GROUPS (Continued)

Respondent Groups	Total (n)	Relative Frequency of Response (%)									
		Individual Attention	Inservice Training	Materials & Equipment	Special & Remedial Services	Enrichment Programs	MSDE Guidelines	Financial Assistance	Family Counseling	Do Not Know	No Response
SLOW LEARNERS											
School Staff	1189	52.5	28.6	36.9	39.4	8.0	2.9	0.9	10.9	79.7	40.3
Central Staff	348	57.4	50.8	31.9	37.2	3.9	2.8	2.4	9.9	70.5	33.1
County Board of Education	70	51.5	34.9	19.2	28.1	1.8	8.3	-	11.6	41.5	103.1
SPECIFIC LEARNING DISABILITIES											
School Staff	1189	33.7	24.4	27.2	32.4	3.6	3.5	1.1	8.5	114.3	49.7
Central Staff	348	39.5	39.8	26.3	37.2	2.9	4.2	3.8	14.0	92.3	40.4
County Board of Education	70	36.4	26.6	18.8	27.1	1.4	6.9	4.3	10.5	58.6	109.4
TRAINABLE MENTALLY RETARDED											
School Staff	1189	21.4	13.7	19.0	22.1	3.3	3.6	2.1	12.8	142.6	59.2
Central Staff	348	22.6	27.8	21.9	27.7	2.3	4.5	7.3	21.2	115.3	49.3
County Board of Education	70	28.2	25.7	21.0	22.0	4.3	6.9	8.0	16.5	53.5	114.0

TABLE A.8: DEMOGRAPHIC VARIABLES BY DIFFERENT RESPONDENT GROUPS†

Demographic Variables	Percent Response per Variable							
	Students (4626)	School Staff (1228)	Central Staff (359)	Parents (1791)	Board of Education (73)	Business/ Industry (412)	General Public (2058)	Elected and Appointed Officials (114)
Sex:								
Male	44	35	62	52			50	
Female	54	64	36	45			49	
No Response	1	1	1	3			1	
Age:								
12-15		*	-	*			*	
16-19		-	-	1			10	
20-29		34	4	6			26	
30-39		22	19	38			20	
40-49		22	36	36			18	
50-59		14	25	9			13	
60-69		4	13	*			6	
Greater than 69		-	-	-			-	
No Response		5	3	9			8	
Occupation:								
Blue Collar				16			13	
White Collar				20			20	
Farm Labor				*			*	
Business				5			5	
Professional				19			16	
Farmer				1			*	
Armed Forces				3			1	
Student				1			12	
Housewife				26			21	
Retired				1			4	
Other				6			6	
No Response				3			2	
Education:								
No High School				8			8	
Some High School				16			14	
Graduated High School		2	*	28			27	
Completed Technical or Business School		*	-	6			6	
Some College		4	*	14			20	
Graduated College		25	7	12			11	
Attended Graduate or Professional School		69	92	15			13	
No Response		*	*	1			1	

†No demographic variables were collected for MSDE Staff and Postsecondary Educators.
*The proportion in this cell is less than 0.005.

TABLE A.8: DEMOGRAPHIC VARIABLES BY DIFFERENT RESPONDENT GROUPS (Continued)

Demographic Variables	Percent Response per Variable							
	Students (4626)	School Staff (1228)	Central Staff (359)	Parents (1791)	Board of Education (73)	Business/ Industry (412)	General Public (2058)	Elected and Appointed Officials (114)
Children Enrolled in Public School:								
Have No Children		44	31	1			37	
None Enrolled		8	12	1			11	
Too Young for Elementary School		6	4	1			8	
Completed or Not in Secondary School		10	12	2			7	
Enrolled Only in Elementary School		12	14	26			14	
Enrolled Only in Secondary School		11	11	20			9	
Enrolled in Both Elementary and Secondary School		8	15	46			11	
No Response		1	1	2			2	
Grade of Student:								
7th	16							
8th	17							
9th	17							
10th	18							
11th	16							
12th	14							
No Response	3							
Major Responsibility of Educator:								
Administration and Supervision		9	61					
Art		1	1					
Business		3	1					
Counseling and Guidance		4	1					
Elementary Education		34	2					
English		6	-					
Foreign Languages		2	*					
Health Services		*	*					
Home Economics		2	1					
Industrial Arts		2	2					
Mathematics		5	*					
Music		2	*					
Natural Sciences		5	1					
Physical Education		5	1					
Psychological Services		-	4					
Social Studies		6	*					
Social Work Services		*	6					
Special Education		5	2					
Other		6	13					
No Response		1	1					

*The proportion in this cell is less than 0.005.

TABLE A.8: DEMOGRAPHIC VARIABLES BY DIFFERENT RESPONDENT GROUPS (Continued)

Demographic Variables	Percent Response per Variable							
	Students (4626)	School Staff (1228)	Central Staff (359)	Parents (1791)	Board of Education (73)	Business/ Industry (412)	General Public (2058)	Elected and Appointed Officials (114)
Years as an Educator:								
0		1	2					
1		1	*					
2		8	1					
3-5		21	5					
6-10		22	9					
11-20		25	29					
20-30		12	27					
Greater than 30		4	21					
No Response		6	5					
Present Assignment of Educator:								
Elementary School Teacher		39	-					
Elementary School Administrator or Specialist		5	2					
Central Office Administrator or Specialist for Elementary Schools		*	37					
Elementary School Other		6	16					
Secondary School Teacher		38	1					
Secondary School Administrator or Specialist		6	1					
Central Office Administrator or Specialist for Secondary Schools		*	28					
Secondary School Other		5	6					
No Response		1	10					
Race:								
Black	18	17	12	12			12	
White	79	81	87	86			86	
Oriental	*	*	-	1			1	
All Others	*	*	1	1			1	
No Response	2	1	1	1			1	
Family Income:								
$2,500 or less				3			3	
$2,501-$5,000				6			6	
$5,001-$7,500				7			11	
$7,501-$10,000				15			16	
$10,001-$12,500				14			15	
$12,501-$15,000				13			12	
More than $15,000				36			31	
No Response				5			5	

*The proportion in this cell is less than or equal to 0.005.

TABLE A.8: DEMOGRAPHIC VARIABLES BY DIFFERENT RESPONDENT GROUPS (Continued)

Demographic Variables	Percent Response per Variable							
	Students (4626)	School Staff (1228)	Central Staff (359)	Parents (1791)	Board of Education (73)	Business/ Industry (412)	General Public (2058)	Elected and Appointed Officials (114) §
New Employees Hired Each Year From Local School System:								
0						20		
1-5						32		
6-10						7		
11-25						10		
26-50						6		
51-100						6		
Greater than 100						-		
No Response						19		
Local School System:								
Allegany	2	2	2	2	3	2	3	1
Anne Arundel	8	8	10	8	1	4	8	3
Baltimore County	16	15	10	16	7	10	16	4
Calvert	1	1	1	*	7	*	*	2
Caroline	1	1	*	*	3	1	*	3
Carroll	2	2	2	2	3	2	2	2
Cecil	1	1	1	1	6	2	1	3
Charles	2	1	2	1	3	1	1	-
Dorchester	1	1	1	1	1	2	1	3
Frederick	2	2	2	2	3	3	2	2
Garrett	1	1	*	1	1	1	*	1
Harford	3	3	3	3	6	2	3	4
Howard	2	2	2	2	4	2	2	2
Kent	*	*	*	*	6	1	*	1
Montgomery	15	14	15	14	7	8	13	5
Prince George's	16	19	14	19	8	8	16	10
Queen Anne's	*	*	*	*	3	1	*	2
St. Mary's	1	1	1	1	3	1	1	2
Somerset	*	*	*	*	1	1	*	1
Talbot	*	1	1	*	6	2	1	2
Washington	3	2	3	3	4	4	3	2
Wicomico	2	2	1	2	4	2	1	4
Worcester	1	1	1	1	4	2	1	2
Baltimore City	20	20	26	19	4	39	24	12
No Response	-	-	-	-	4	-	-	31

§County Commissioners and State Legislators are the only two public groupings distributed here.

*The proportion in this cell is less than or equal to 0.005.

TABLE A.9: INDICATOR OF SIGNIFICANT DIFFERENCE BETWEEN MEAN IMPORTANCE OF EDUCATIONAL GOALS FOR LOCAL EDUCATION AGENCIES

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt., Labor, News Media)	General Public	Elected & Apptd Officials (County, State, Federal)
1. Ability to arrive at independent decisions.					+	*		+
2. Understanding of how members of a family function under different family patterns.	***		*	***	+		***	+
3. Knowledge of language concepts.	**	**		***	+		*	+
4. Knowledge of social studies concepts.	**	*		*	+	*		+
5. Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	***	*		***	+		***	+
6. Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.	*	*			+		**	+
7. Knowledge of environmental sciences.		*	**		+	*		+
8. Knowledge of mathematical concepts.	***	*		*	+			+
9. Concern for the use and abuse of environmental resources.				*	+			+
10. Development of self-respect.	***	*			+			+
11. Ability to use leisure time in constructive activities.	*	**		***	+			+
12. Ability to use leisure time in a personally satisfying manner.					+			+
13. Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).	*	***			+			+
14. Ability to apply knowledge and skills to the solution of real life problems.					+			+
15. Knowledge of scientific concepts.					+			+

16.	Skills required for employment in their selected occupations by students planning to enter the job market.	**				†		*	†
17.	Knowledge of varied resources for independent study.	*				†	**		†
18.	Mastery of reading skills.					†			†
19.	Knowledge of child development and skill in child care.	***			***	†		***	†
20.	Skills for managing personal and family finances.	***			***	†		***	†
21.	Development of desire for continued learning.	**	*			†	*		†
22.	Mastery of computational skills.		*			†			†
23.	Knowledge of fine arts concepts.	*	**			†			†
24.	Ability to understand the pros and cons of issues.	*	**			†			†
25.	Ability to practice sound personal health habits.	**	*		**	†		***	†
26.	Understanding of and concern for problems of society (such as community improvements, crime prevention).	*			***	†		**	†
27.	Mastery of mechanical skills of writing.	*	**	*	***	†			†
28.	Mastery of skills in listening to comprehend the ideas of others.	***	*			†			†
29.	Knowledge of personal, physical and mental health.	***			***	†		***	†
30.	Ability to develop a personal value system.					†			†
31.	Development of concern for others.	**			*	†			†
32.	Ability to effectively plan the use of time.	***				†			†
33.	Ability to study independently.					†			†
34.	Knowledge of job requirements of major occupational fields.	***			***	†		***	†
35.	Mastery of skills in oral expression.		*			†			†
36.	Mastery of skills in the written expression of one's views and those of others.			*		†			†
37.	Knowledge of the educational preparation required for major occupational field.	*				†		**	†

† F-test was not computable as this respondent group had a zero standard deviation for one or more LEA's.

Appendix B

BACKGROUND DATA IN SUPPORT OF SAMPLING PLAN

TABLE B.1: POPULATIONS AND SELECTED SAMPLES SIZE BY LOCAL EDUCATION AGENCIES *

Local Education Agency	Total		Public Secondary School Students		School Staff		Central Staff		Parents (family units)		LEA Board of Education		Business/Industry		General Public (16 and over)	
	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample
Allegany	80,412	447	8,278	167	844	65	29	11	10,201	72	5	5	84	25	60,971	102
Anne Arundel	275,351	1586	31,745	660	3,627	123	172	45	39,416	334	7	7	144	33	200,230	384
Baltimore County	579,360	2912	62,660	1241	6,847	224	162	42	75,983	555	9	9	357	88	433,342	753
Calvert	18,276	289	2,539	60	273	67	14	10	2,398	59	5	5	15	15	13,032	73
Caroline	19,063	292	2,437	60	264	64	8	8	2,521	60	5	5	42	21	13,786	74
Carroll	65,726	436	7,260	179	814	55	31	10	8,975	80	6	6	80	24	48,560	82
Cecil	48,936	368	5,628	125	581	61	19	10	6,646	60	5	5	58	28	35,999	79
Charles	41,234	352	5,711	117	601	64	33	11	6,351	59	7	7	24	20	28,507	74
Dorchester	28,225	302	3,080	61	327	64	11	11	3,524	61	6	6	75	24	21,202	75
Frederick	79,689	498	9,106	192	931	62	42	14	11,043	88	7	7	96	29	58,464	106
Garrett	20,252	285	2,401	60	278	63	7	7	3,017	60	5	5	36	20	14,508	70
Harford	106,624	653	12,524	264	1,489	61	50	17	16,364	134	7	7	67	21	76,123	149
Howard	56,987	409	7,313	159	884	58	29	11	8,356	75	5	5	53	26	40,347	75
Kent	15,404	286	1,685	60	204	62	8	8	1,948	57	5	5	33	20	11,521	74
Montgomery	489,642	2750	57,142	1172	6,592	217	244	61	69,675	547	7	7	291	69	355,691	677
Prince George's	602,989	3330	64,331	1288	8,495	281	231	58	92,620	737	9	9	277	64	437,026	893
Queen Anne's	17,668	287	2,129	59	243	60	9	9	2,332	60	5	5	32	20	12,918	74
St. Mary's	40,466	331	4,362	90	543	60	19	10	5,782	60	5	5	23	20	29,732	86
Somerset	18,091	289	1,979	60	224	62	7	3	2,349	60	8	8	45	22	13,479	74
Talbot	22,464	291	2,141	60	265	59	10	10	2,688	60	7	7	70	23	17,283	72
Washington	98,889	571	10,563	218	1,135	61	49	16	13,756	110	6	6	141	31	73,239	129
Wicomico	52,749	362	6,161	126	726	62	21	10	7,487	65	5	5	88	20	38,261	74
Worcester	23,501	308	3,015	65	351	65	10	10	3,053	62	5	5	54	26	17,013	75
Baltimore City	816,468	5297	75,994	1889	8,903	296	434	110	94,712	1042	9	9	1405	342	635,011	1609
Total	3,618,466	22,931	390,184	8432	45,451	2316	1649	512	491,197	4557	150	150	3590	1031	2,686,245	5933

*Of the 1059 members from the sample of 23,990, the state oriented sample of MSDE staff, post secondary school educators, State Board of Education, State Agencies, U.S. Congress and labor union leaders account for 610. The remaining 449 are County Commissioners, State Legislators and news media whose LEA membership was not available due to overlapping responsibilities and/or interests.

TABLE B.2: POSTSECONDARY SCHOOL EDUCATOR SAMPLING PLAN

Postsecondary School Institutions	Institution		Faculty in Sample	
	Population	Sample	Population	Sample
Institutions of Higher Education	53	14	3024	371
Public Junior Colleges	16	4	315	35
Anne Arundel Community College			182	20
Chesapeake College			30	4
Frederick Community College			68	7
Howard Community College			35	4
Private Junior Colleges	4	1	21	21
Kirkland Hall College			21	21
Public Four-Year Colleges and Universities	12	4*	2029	203
Coppin State College			120	12
Salisbury State College			101	10
University of Maryland, College Park			1735	174
University of Maryland, Eastern Shore			73	7
Private Four-Year Colleges and Universities	21	5	419	43
Capital Institute of Technology			51	6
Hood College			94	9
Mount St. Agnes College/Loyola			135	14
St. John's College			55	5
Washington College			84	9
Postsecondary School Training Programs			113	38
Beauty Parlors and Barber Colleges			68	22
Business Schools			17	6
Practical Nursing			5	2
Technical			18	6
Other			5	2
Labor Union Apprenticeship Program			127	31

*A sample of three randomly selected schools did not include the College Park campus of the University of Maryland. Since this campus accounts for approximately 45 percent of the student population in this category it was included in an augmented sample.

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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Appendix C

QUESTIONNAIRE, WITH EIGHT VERSIONS OF THE DEMOGRAPHIC VARIABLES SECTION

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET BALTIMORE 21201

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

Dear Marylander:

The Maryland State Department of Education has identified a number of continuing goals for public education. In order to determine priorities among these goals and to plan programs to satisfy your needs, we invite your opinions and experiences regarding public education. This information will be used to assess educational needs.

You have been selected as a representative from one of the following important groups involved in public education: students, parents, educators, elected and appointed officials, business/industry, news media, and the general citizenry.

The enclosed questionnaire is composed of several brief sections. Please read the instructions carefully before responding to each section.

Please complete the questionnaire and return it within one week. The cover of the questionnaire is the return envelope. The number on the cover is for address control purposes only. When you return your completed questionnaire that number will remove your address from the followup list. Your responses will be kept anonymous by our independent study contractor, Automation Industries, Inc., the Vitro Laboratories Division.

Thank you for your cooperation in promptly completing and returning this questionnaire. Your cooperation is vital to the success of this effort to establish educational goals for the children and adults of this State.

James A. Sensenbaugh
State Superintendent of Schools

Automation Industries, Incorporated
Vitro Laboratories Division
Form No. CPO MSDE 1

Maryland State Department of Education
Contract No. [illegible]

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

A.

Which of the following local school systems are you most familiar with? (CHECK ONLY ONE):

Allegany . . . . . 01 [ ]	Dorchester . . . . . 09 [ ]	Queen Anne's . . . . . 17 [ ]
Anne Arundel . . . . . 02 [ ]	Frederick . . . . . 10 [ ]	St. Mary's . . . . . 18 [ ]
Baltimore County . . . 03 [ ]	Garrett . . . . . 11 [ ]	Somerset . . . . . 19 [ ]
Calvert . . . . . 04 [ ]	Harford . . . . . 12 [ ]	Talbot . . . . . 20 [ ]
Caroline . . . . . 05 [ ]	Howard . . . . . 13 [ ]	Washington . . . . . 21 [ ]
Carroll . . . . . 06 [ ]	Kent . . . . . 14 [ ]	Wicomico . . . . . 22 [ ]
Cecil . . . . . 07 [ ]	Montgomery . . . . . 15 [ ]	Worcester . . . . . 23 [ ]
Charles . . . . . 08 [ ]	Prince George's . . . 16 [ ]	Baltimore City . . . 24 [ ]

WHILE ANSWERING THIS QUESTIONNAIRE PLEASE KEEP IN MIND THE LOCAL SCHOOL SYSTEM YOU CHECKED ABOVE. YOUR ANSWER SHOULD CONSIDER ALL THE SCHOOLS IN THAT SYSTEM RATHER THAN INDIVIDUAL SCHOOLS.

Questionnaire A
Newspapers
State Legislature
County Commissioners
FM Radio
AM Radio
TV

Automation Industries, Incorporated
Vitro Laboratories Division
Form No. CPO-MSDE-1

Maryland State Department of Education
Control No. REIS 1.172

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

A.

1:07

Which of the following local school systems are you most familiar with? (CHECK ONLY ONE):

Allegany	01	[ ]	Dorchester	09	[ ]	Queen Anne's	17	[ ] :23
Anne Arundel	02	[ ]	Frederick	10	[ ]	St. Mary's	18	[ ]
Baltimore County . . .	03	[ ]	Garrett	11	[ ]	Somerset	19	[ ]
Calvert	04	[ ]	Harford	12	[ ]	Talbot	20	[ ]
Caroline	05	[ ]	Howard	13	[ ]	Washington	21	[ ]
Carroll	06	[ ]	Kent	14	[ ]	Wicomico	22	[ ]
Cecil	07	[ ]	Montgomery	15	[ ]	Worcester	23	[ ]
Charles	08	[ ]	Prince George's . . .	16	[ ]	Baltimore City . . .	30	[ ]

WHILE ANSWERING THIS QUESTIONNAIRE PLEASE KEEP IN MIND THE LOCAL SCHOOL SYSTEM YOU CHECKED ABOVE. YOUR ANSWER SHOULD CONSIDER *ALL* THE SCHOOLS IN THAT SYSTEM RATHER THAN INDIVIDUAL SCHOOLS.

Questionnaire B
County Board of Education

Automation Industries, Incorporated
Vitro Laboratories Division
Form No. CPO-MSDE-1

Maryland State Department of Education
Control No. RFIN 1-172

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

A.

What is your sex? Male [1] Female [2] :08

What grade level are you currently enrolled in? (CHECK ONLY ONE):

Grade level	[1] 7th	[2] 8th	[3] 9th	[4] 10th	[5] 11th	[6] 12th	:15

What is your race? (CHECK ONLY ONE):

Black, Afro-American, Negro	[1]	:21
Caucasian, White	[2]	
Oriental	[3]	
All others	[4]	

PLEASE ANSWER THIS QUESTIONNAIRE BASED ON YOUR KNOWLEDGE OF THE SCHOOL YOU CURRENTLY ATTEND.

Questionnaire C
Secondary School Students

Automation Industries, Incorporated
Vitro Laboratories Division
Form No. CPO-MSDE-1

Maryland State Department of Education
Control No. 8618-1172

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

A.

:07

What is your sex? Male 1[ ] Female 2[ ] :08

What is your age as of your last birthday? . . . . . [ ] :09

What is your occupation? (CHECK ONLY ONE):

Blue-collar worker (skilled, semi-skilled, etc.)	01 [ ]	Professional	05 [ ] :11
White-collar worker (clerical, technical, sales, etc.)	02 [ ]	Farmer (owner, manager)	06 [ ]
Farm labor (sharecropper, migrant)	03 [ ]	Member of the armed forces	07 [ ]
Businessman	04 [ ]	Student	08 [ ]
		Housewife	09 [ ]
		Retired	10 [ ]
		Other (specify_____)	11 [ ]

What is the highest level of education you attained to date? (CHECK ONLY ONE):

Less than high school	1[ ] :13
Some years of high school, but did not graduate	2[ ]
Graduated from high school	3[ ]
Completed technical or business school after high school	4[ ]
Some college, but less than four years	5[ ]
Graduated from a four-year college or university	6[ ]
Attended graduate or professional school	7[ ]

Have you any children presently enrolled in public elementary or secondary school? (CHECK ONLY ONE):

Have no children	1[ ] :14
Have no children in public schools	2[ ]
All children too young for elementary school	3[ ]
All children have completed secondary school or not in school	4[ ]
Children enrolled only in elementary school	5[ ]
Children enrolled only in secondary school	6[ ]
Children enrolled in both elementary and secondary school	7[ ]

What is your race? (CHECK ONLY ONE):

Black, Afro-American, Negro	1[ ] :21
Caucasian, White	2[ ]
Oriental	3[ ]
All others	4[ ]

What is your *FAMILY* income? (CHECK ONLY ONE):

$2,500 or less 1[ ]	$ 7,501 - $10,000 5[ ]	$12,501 - $15,000 9[ ] :22
$2,501 - $5,000 2[ ]	$10,001 - $12,500 6[ ]	More than $15,000 7[ ]
$5,001 - $7,500 3[ ]		

Which of the following local school systems serves the area in which you live? (CHECK ONLY ONE):

Allegany 01 [ ]	Dorchester 09 [ ]	Queen Anne's 17 [ ] :23
Anne Arundel 02 [ ]	Frederick 10 [ ]	St. Mary's 18 [ ]
Baltimore County 03 [ ]	Garrett 11 [ ]	Somerset 19 [ ]
Calvert 04 [ ]	Harford 12 [ ]	Talbot 20 [ ]
Caroline 05 [ ]	Howard 13 [ ]	Washington 21 [ ]
Carroll 06 [ ]	Kent 14 [ ]	Wicomico 22 [ ]
Cecil 07 [ ]	Montgomery 15 [ ]	Worcester 23 [ ]
Charles 08 [ ]	Prince George's 16 [ ]	Baltimore City 30 [ ]

WHILE ANSWERING THIS QUESTIONNAIRE PLEASE KEEP IN MIND THE LOCAL SCHOOL SYSTEM YOU CHECKED ABOVE. YOUR ANSWER MAY BE BASED UPON PARTICULAR SCHOOLS OR *ALL* THE SCHOOLS IN THAT SYSTEM ACCORDING TO YOUR BEST KNOWLEDGE.

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

A.

What is your sex? Male [ ] Female [ ] (5)

What is your age as of your last birthday? [ ] [ ] (6-7)

What is your occupation? (CHECK ONLY ONE):

Blue-collar worker (skilled, semi-skilled, etc.)	[ ]	Professional	[ ]
White-collar worker (clerical, technical, sales, etc.)	[ ]	Farmer (owner, manager)	[ ]
Farm labor (sharecropper, migrant)	[ ]	Member of the armed forces	[ ]
Businessman	[ ]	Student	[ ]
		Housewife	[ ]
		Retired	[ ]
		Other (specify)	[ ]

What is the highest level of education you attained to date? (CHECK ONLY ONE):

Less than high school	[ ]
Some years of high school, but did not graduate	[ ]
Graduated from high school	[ ]
Completed technical or business school after high school	[ ]
Some college, but less than four years	[ ]
Graduated from a four-year college or university	[ ]
Attended graduate or professional school	[ ]

Have you any children presently enrolled in public elementary or secondary school? (CHECK ONLY ONE):

Have no children	[ ] (9)
Have no children in public schools	[ ]
All children too young for elementary school	[ ]
All children have completed secondary school or not in school	[ ]
Children enrolled only in elementary school	[ ]
Children enrolled only in secondary school	[ ]
Children enrolled in both elementary and secondary school	[ ]

What is your race? (CHECK ONLY ONE):

Black, Afro-American, Negro	[ ] (10)
Caucasian, White	[ ]
Oriental	[ ]
All others	[ ]

What is your APPLF income? (CHECK ONLY ONE):

$2,500 or less	[ ] 1	$ 7,501 - $10,000	[ ] 5	$12,501 - $15,000	[ ] (11)
$2,501 - $5,000	[ ] 2	$10,001 - $12,500	[ ] 6	More than $15,000	[ ]
$5,001 - $7,500	[ ] 3				

Which of the following local school systems serves the area in which you live? (CHECK ONLY ONE.):

Allegany	[ ] 01	Dorchester	[ ] 09	Queen Anne's	[ ] (12)
Anne Arundel	[ ] 02	Frederick	[ ] 10	St. Mary's	[ ] 18
Baltimore County	[ ] 03	Garrett	[ ] 11	Somerset	[ ] 19
Calvert	[ ] 04	Harford	[ ] 12	Talbot	[ ] 20
Caroline	[ ] 05	Howard	[ ] 13	Washington	[ ] 21
Carroll	[ ] 06	Kent	[ ] 14	Wicomico	[ ] 22
Cecil	[ ] 07	Montgomery	[ ] 15	Worcester	[ ] 23
Charles	[ ] 08	Prince George's	[ ] 16	Baltimore City	[ ] 24

WHILE ANSWERING THIS QUESTIONNAIRE PLEASE KEEP IN MIND THE LOCAL SCHOOL SYSTEM YOU CHECKED ABOVE. YOUR ANSWER MAY BE BASED UPON PARTICULAR SCHOOLS OR ALL THE SCHOOLS IN THAT SYSTEM ACCORDING TO YOUR BEST KNOWLEDGE.

Questionnaire E
General Public

Automation Industries, Incorporated
Vitro Laboratories Division
Form No. CPQMSDF-1

Maryland State Department of Education
Control No. RESS 1372

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

A.

1:07

What is your sex? Male 1[ ] Female 2[ ] :08

What is your age as of your last birthday? . . . . . [ ] [ ] :09

What is the highest level of education you attained to date? (CHECK ONLY ONE):

Graduated from high school . . . . . 3[ ] :11
Completed technical or business school after high school . . . . . 4[ ]
Some college, but less than four years . . . . . 5[ ]
Graduated from a four-year college or university . . . . . 6[ ]
Attended graduate or professional school . . . . . 7[ ]

Have you any children presently enrolled in public elementary or secondary school? (CHECK ONLY ONE):

Have no children . . . . . 1[ ] :14
Have no children in public schools . . . . . 2[ ]
All children too young for elementary school . . . . . 3[ ]
All children have completed secondary school or not in school . . . . . 4[ ]
Children enrolled only in elementary school . . . . . 5[ ]
Children enrolled only in secondary school . . . . . 6[ ]
Children enrolled in both elementary and secondary school . . . . . 7[ ]

How many years have you been an educator (nearest year)? . . . . . [ ] [ ] :16

Which of the following categories represent your major responsibility? (CHECK ONLY ONE):

Administration and Supervision	01[ ]	Industrial Arts	10[ ]	:18
Art	02[ ]	Mathematics	11[ ]	
Business	03[ ]	Music	12[ ]	
Counseling and Guidance	04[ ]	Natural Sciences	13[ ]	
Elementary Education	05[ ]	Physical Education	14[ ]	
English	06[ ]	Psychological Services	15[ ]	
Foreign Languages	07[ ]	Social Studies	16[ ]	
Health Services	08[ ]	Social Work Services	17[ ]	
Home Economics	09[ ]	Special Education	18[ ]	
		Other (specify _____)	19[ ]	

What is your present assignment? (CHECK ONLY ONE):

	Elementary School	Secondary School	
Classroom teacher	1[ ]	5[ ]	:20
School building administrator or specialist	2[ ]	6[ ]	
Central office administrator or specialist	3[ ]	7[ ]	
Other (specify _____)	4[ ]	8[ ]	

What is your race? (CHECK ONLY ONE):

Black, Afro-American, Negro . . . . . 1[ ] :21
Caucasian, White . . . . . 2[ ]
Oriental . . . . . 3[ ]
All others . . . . . 4[ ]

IF YOU ARE ASSIGNED TO A SINGLE SCHOOL PLEASE CONSIDER THAT SCHOOL ONLY AS YOU ANSWER THIS QUESTIONNAIRE. ALL OTHERS PLEASE CONSIDER *ALL* THE SCHOOLS IN YOUR SYSTEM OR THE *GROUP* OF SCHOOLS TO WHICH YOU ARE ASSIGNED.

Questionnaire F
Central Office Personnel
Teachers, Administrators, Specialists

Automation Industries, Incorporated
Vitro Laboratories Division
Form No. GVLMSDE-1

Maryland State Department of Education
Control No. 0515-1372

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

A.

1107

Which of the following local school systems serves the area in which your business is located? (CHECK ONLY ONE):

Allegany	01 [ ]	Dorchester	09 [ ]	Queen Anne's	17 [ ]	123
Anne Arundel	02 [ ]	Frederick	10 [ ]	St. Mary's	18 [ ]	
Baltimore County . . .	03 [ ]	Garrett	11 [ ]	Somerset	19 [ ]	
Calvert	04 [ ]	Harford	12 [ ]	Talbot	20 [ ]	
Caroline	05 [ ]	Howard	13 [ ]	Washington	21 [ ]	
Carroll	06 [ ]	Kent	14 [ ]	Wicomico	22 [ ]	
Cecil	07 [ ]	Montgomery	15 [ ]	Worcester	23 [ ]	
Charles	08 [ ]	Prince George's . . .	16 [ ]	Baltimore City . . .	24 [ ]	

On the average, how many new employees do you hire *EACH YEAR* who have been educated in your local school system? (FOR 100 OR MORE NEW EMPLOYEES, ENTER 99): . . . . . [ ] 125

WHILE ANSWERING THIS QUESTIONNAIRE PLEASE KEEP IN MIND THE LOCAL SCHOOL SYSTEM YOU CHECKED ABOVE. YOUR ANSWER SHOULD CONSIDER ALL THE SCHOOLS IN THAT SYSTEM RATHER THAN INDIVIDUAL SCHOOLS.

Automation Industries, Incorporated
Video Laboratories Division
Form No. CPO-MSDE-1

Maryland State Department of Education
Contract No. 6-035-1-171

EDUCATIONAL NEEDS ASSESSMENT STUDY FOR MARYLAND

A.

1-07

PLEASE ANSWER THIS QUESTIONNAIRE FOR THE ENTIRE STATE OF MARYLAND RATHER THAN FOR A PARTICULAR LOCAL SCHOOL SYSTEM.

Questionnaire H
- State Board of Education
- State Agencies
- Maryland State Department of Education
  - Personnel
- Postsecondary School Educators
- U.S. Congress
- Labor Leaders

8. We are interested in your opinions on the importance of the following goals of public education and the extent to which they are being met.

GOALS OF EDUCATION	IMPORTANCE OF GOALS INDICATE YOUR OPINION OF THE IMPORTANCE OF THE GOALS BY CHECKING ONE OF FIVE EQUALLY SPACED POINTS PROVIDED. INDICATE NO OPINION BY CHECKING THE SIXTH COLUMN.						EXTENT OF GOAL ATTAINMENT INDICATE YOUR OPINION ON THE EXTENT OF GOAL ATTAINMENT BY CHECKING ONE OF FIVE EQUALLY SPACED POINTS PROVIDED. IF YOU DO NOT KNOW CHECK THE COLUMN TO THE RIGHT.						
	Very important		Moderately important		Not at all important	No opinion	Attained to great degree		Moderately attained		Not at all attained	I do not know	
1. Ability to arrive at independent decisions	[1]	[2]	[3]	[4]	[5]	[6]	[1]	[2]	[3]	[4]	[5]	[6]	:47
2. Understanding of how members of a family function under different family patterns	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:29
3. Knowledge of language concepts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:31
4. Knowledge of social studies concepts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:33
5. Knowledge of the personal and social consequences of critical health problems, (such as smoking, drug abuse, alcohol, work hazards)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:35
6. Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice	[1]	[2]	[3]	[4]	[5]	[6]	[1]	[2]	[3]	[4]	[5]	[6]	:37
7. Knowledge of environmental sciences	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:39
8. Knowledge of mathematical concepts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:41
9. Concern for the use and abuse of environmental resources	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:43
10. Development of self-respect	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:45
11. Ability to use leisure time in constructive activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:47
12. Ability to use leisure time in a personally satisfying manner	[1]	[2]	[3]	[4]	[5]	[6]	[1]	[2]	[3]	[4]	[5]	[6]	:49
13. Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:51
14. Ability to apply knowledge and skills to the solution of real life problems	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:53
15. Knowledge of scientific concepts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:55
16. Skills required for employment in their selected occupations by students planning to enter the job market	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:57
17. Knowledge of varied resources for independent study	[1]	[2]	[3]	[4]	[5]	[6]	[1]	[2]	[3]	[4]	[5]	[6]	:59

B. (Continued).

GOALS OF EDUCATION	IMPORTANCE OF GOALS: INDICATE YOUR OPINION OF THE *IMPORTANCE OF THE GOALS* BY CHECKING ONE OF FIVE EQUALLY SPACED POINTS PROVIDED. INDICATE *NO OPINION* BY CHECKING THE SIXTH COLUMN.						EXTENT OF GOAL ATTAINMENT: INDICATE YOUR OPINION ON THE *EXTENT OF GOAL ATTAINMENT* BY CHECKING ONE OF FIVE EQUALLY SPACED POINTS PROVIDED. IF YOU *DO NOT KNOW* CHECK THE COLUMN TO THE RIGHT.						
	Very important		Moderately important		Not at all important	No opinion	Attained to great degree		Moderately attained		Not at all attained	I do not know	
18. Mastery of reading skills	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:61
19. Knowledge of child development and skill in child care	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:63
20. Skills for managing personal and family finances . . .	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:65
21. Development of desire for continued learning	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:67
22. Mastery of computational skills	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:69
23. Knowledge of fine arts concepts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:71
24. Ability to understand the pros and cons of issues . .	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:73
25. Ability to practice sound personal health habits . . .	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:75
26. Understanding of and concern for problems of society (such as community improvements, crime prevention)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:77
27. Mastery of mechanical skills of writing	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:79
28. Mastery of skills in listening to comprehend the ideas of others	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	2:07 :08
29. Knowledge of personal, physical and mental health	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:10
30. Ability to develop a personal value system	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:12
31. Development of concern for others	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:14
32. Ability to effectively plan the use of time	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:16
33. Ability to study independently	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:18
34. Knowledge of job requirements of major occupational fields	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:20
35. Mastery of skills in oral expression	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:22
36. Mastery of skills in the written expression of ones views and those of others	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:24
37. Knowledge of the educational preparation required for major occupational field	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:26
38. Other (specify _____) . . .	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:28

C. The following statements concern your opinion based on an understanding of current public school processes. Each statement is followed by a pair of opposite words which complete the statement. (SELECT YOUR CHOICE BY CHECKING ONE OF FIVE EQUALLY SPACED POINTS PROVIDED. IF YOU *DO NOT KNOW*, CHECK THE COLUMN TO THE RIGHT):

	SCHOOL PROCESSES								I do not know	
1.	Students are given free time during the day . . .	always	[1]	[2]	[3]	[4]	[5]	never	[6]	:30
2.	The concerns of the community are reflected in decisions which affect the school	often	[ ]	[ ]	[ ]	[ ]	[ ]	seldom	[ ]	:31
3.	Services provided by the nurses in the school are	sufficient	[ ]	[ ]	[ ]	[ ]	[ ]	insufficient	[ ]	:32
4.	The curriculum in the school for students planning to continue their education beyond high school graduation is	satisfactory	[ ]	[ ]	[ ]	[ ]	[ ]	unsatisfactory	[ ]	:33
5.	Discipline problems on the way to and from the school are	serious	[ ]	[ ]	[ ]	[ ]	[ ]	not serious	[ ]	:34
6.	Extra curricular student activities arranged by the school are	sufficient	[1]	[2]	[3]	[4]	[5]	insufficient	[6]	:35
7.	Space alloted for instruction is	sufficient	[ ]	[ ]	[ ]	[ ]	[ ]	insufficient	[ ]	:36
8.	The curriculum in the school for students planning to enter the job market is	satisfactory	[ ]	[ ]	[ ]	[ ]	[ ]	unsatisfactory	[ ]	:37
9.	The number of students using narcotics in the school is	many	[ ]	[ ]	[ ]	[ ]	[ ]	none	[ ]	:38
10.	Racial relations in the school are	satisfactory	[ ]	[ ]	[ ]	[ ]	[ ]	not satisfactory	[ ]	:39
11.	The emphasis placed on the social development of the student is	satisfactory	[ ]	[ ]	[ ]	[ ]	[ ]	unsatisfactory	[ ]	:40
12.	Information received by parents about student's progress is	meaningful	[1]	[2]	[3]	[4]	[5]	not meaningful	[6]	:41
13.	Methods of individualized instruction (such as independent work, research reports) are used .	frequently	[ ]	[ ]	[ ]	[ ]	[ ]	infrequently	[ ]	:42
14.	In their relationship with each other, individuals in the school show	respect	[ ]	[ ]	[ ]	[ ]	[ ]	disrespect	[ ]	:43
15.	Teachers make students think	often	[ ]	[ ]	[ ]	[ ]	[ ]	seldom	[ ]	:44
16.	Effect of the school's rules and regulations on students is	restricting	[ ]	[ ]	[ ]	[ ]	[ ]	not restricting	[ ]	:45
17.	Intruders pose a threat to student safety	often	[ ]	[ ]	[ ]	[ ]	[ ]	rarely	[ ]	:46
18.	The community is informed about educational programs by the school	often	[1]	[2]	[3]	[4]	[5]	seldom	[6]	:47
19.	The school library regulations on student use of the library facilities are	restricting	[ ]	[ ]	[ ]	[ ]	[ ]	nonrestricting	[ ]	:48
20.	The relationships between students and teachers are	personal	[ ]	[ ]	[ ]	[ ]	[ ]	impersonal	[ ]	:49
21.	Homework assignments are	reasonable	[ ]	[ ]	[ ]	[ ]	[ ]	unreasonable	[ ]	:50
22.	Services provided by the counselors in the school are	sufficient	[ ]	[ ]	[ ]	[ ]	[ ]	insufficient	[ ]	:51
23.	Discipline problems in the school are	serious	[ ]	[ ]	[ ]	[ ]	[ ]	not serious	[ ]	:52
24.	Existing class scheduling in the school is . . .	satisfactory	[1]	[2]	[3]	[4]	[5]	unsatisfactory	[6]	:53
25.	Services provided by the social workers in the school are	sufficient	[ ]	[ ]	[ ]	[ ]	[ ]	insufficient	[ ]	:54
26.	The school provides for the varied interests and experience levels of the students	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	:55
27.	The subject matter knowledge of teachers is . . .	up to date	[ ]	[ ]	[ ]	[ ]	[ ]	out of date	[ ]	:56
28.	Services provided by the psychologists in the school are	sufficient	[1]	[2]	[3]	[4]	[5]	insufficient	[6]	:57

C. (Continued).

	SCHOOL PROCESSES								I do not know	
29.	The emphasis on learning facts is	too much	[1]	[2]	[3]	[4]	[5]	too little	[6]	(58)
30.	Teachers are free to try new ideas in the school	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(59)
31.	Main objectives of lessons are made clear	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(60)
32.	Students are encouraged to work together	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(61)
33.	Teachers explanations are	clear	[ ]	[ ]	[ ]	[ ]	[ ]	unclear	[ ]	(62)
34.	The help given to teachers by instructional supervisors is	satisfactory	[ ]	[ ]	[ ]	[ ]	[ ]	unsatisfactory	[ ]	(63)
35.	The text books used in this school are	interesting	[1]	[2]	[3]	[4]	[5]	dull	[6]	(64)
36.	Teachers have a say in selecting course content	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(65)
37.	Teachers of related subjects work together in developing and conducting their course	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(66)
38.	Slides, films, charts, etc., in the school are	up to date	[ ]	[ ]	[ ]	[ ]	[ ]	out of date	[ ]	(67)
39.	In relation to student needs, course content is	relevant	[ ]	[ ]	[ ]	[ ]	[ ]	not relevant	[ ]	(68)
40.	Supervisors have a say in selecting course content	always	[1]	[2]	[3]	[4]	[5]	never	[6]	(69)
41.	Students are taught by use of lecture methods	frequently	[ ]	[ ]	[ ]	[ ]	[ ]	infrequently	[ ]	(70)
42.	Students have a choice of instructional materials	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(71)
43.	The relationships between teachers and administrators are	satisfactory	[ ]	[ ]	[ ]	[ ]	[ ]	unsatisfactory	[ ]	(72)
44.	Student opinions are considered in making school policy	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(73)
45.	Students have a say in what is taught	always	[1]	[2]	[3]	[4]	[5]	never	[6]	(74)
46.	Teachers in the school feel physically threatened by students	often	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(75)
47.	The content covered in many courses is	up to date	[ ]	[ ]	[ ]	[ ]	[ ]	out of date	[ ]	(76)
48.	Student government represents opinions of the student body	always	[ ]	[ ]	[ ]	[ ]	[ ]	never	[ ]	(77)
49.	Information to the student regarding progress in class is	meaningful	[ ]	[ ]	[ ]	[ ]	[ ]	not meaningful	[ ]	(78)
50.	Instructional materials other than text-books are used in the classroom	always	[1]	[2]	[3]	[4]	[5]	never	[6]	(79)

D. The following statements concern current statewide issues in public education. The first 13 statements call for you to agree or disagree, the next five ask you to suggest the extent of change, if any. (SELECT YOUR CHOICE FOR THESE STATEMENTS BY CHECKING ONLY ONE OF FIVE EQUALLY SPACED POINTS BETWEEN THE CHOICES. IF YOU HAVE *NO OPINION* CHECK THE RIGHT-HAND COLUMN.

ISSUES	Strongly Agree		Neutral		Strongly disagree	No opinion	
1. Schools should provide courses in the methods of affecting political change	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:08
2. Schools should offer short courses in areas of special interests to students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:09
3. Schools should set aside a portion of class time for self-directed student activities . . .	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:10
4. Course offerings like the following should be offered by the school:							
a. Black studies	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:11
b. Family life and human development	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:12
c. Environmental sciences	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:13
d. Female role in society	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:14
e. Political systems other than democracy . . .	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:15
f. Drug education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:16
g. Other (specify _____) . .	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:17
5. Schools should have paid teacher aides	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:18
6. Schools should encourage students to participate in organized political activity	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:19
7. Maryland State Department of Education should establish course guidelines	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:20
8. Schools should be opened on a year around basis rather than on 9-months basis	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:21
9. Schools should have and enforce rules about dress and hair styles	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:22
10. Senior high school students should be allowed to leave school premises when not scheduled for a class	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:23
11. Junior high or middle school students should be allowed to leave school premises when not scheduled for a class	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:24
12. School systems should contract with private industry to teach some school subjects	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:25
13. Students reading materials should be censored in the schools	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:26

D. (Continued).

ISSUES	Greater		No Change		Less	No opinion	
14. Involvement of the student body in decision-making concerning school operations should be	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:27
15. School participation in community improvement projects should be	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:28
16. Community participation in school planning, setting goals, and making policies and programs should be	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:29
17. Availability of school facilities to the community should be	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:30
18. Emphasis on pre-school education (younger than 5 year old) should be	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:31

19. Pre-school education (younger than 5 year old) in your school system should . . . . . (CHECK ONLY ONE)

Be operated by private agencies under State Department of Education guidelines . . . . . 1[ ] :32
Be operated by local school systems under State Department of Education guidelines . . . . . 2[ ]
Not be provided . . . . . 3[ ]
I have no opinion . . . . . 4[ ]

E. The following questions concern elementary, secondary and special education program needs; select choices carefully.

1. What improvements are *MOST* urgent for the following public education programs? (CHECK NO MORE THAN TWO FOR EACH PROGRAM. IF YOU *DO NOT KNOW*, CHECK THE RIGHT-HAND COLUMN):

PROGRAMS	Provide Variety of Instructional Materials	Adopt Newer Methods of Teaching	More Inservice Training for Teachers	Support Services for Instruction	State Department of Education Guidelines	I do not know	
Elementary School							
Art Education	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:33
English Language Arts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:35
Foreign Language	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:37
Health Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:39
Home Economics	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:41
Mathematics	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:43
Music Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:45
Natural Sciences	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:47
Physical Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:49
Reading	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:51
Social Studies	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:53
Secondary School							
Agriculture	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:55
Art Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:57
Business Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:59
Distributive Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:61
English Language Arts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:63
Foreign Language	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:65
Health Education	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:67
Health Occupation Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:69
Home Economics	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:71
Industrial Arts	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:73
Mathematics	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:75
Music Education	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:77
Natural Sciences	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:79
Office Occupations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:08 4:07
Physical Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:10
Reading	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:12
Social Studies	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:14
Technical Education	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:16
Trade and Industrial Occupations	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	:18

2. What improvements are *MOST* urgent for public education programs designed to assist the following special groups of students? (CHECK NO MORE THAN *THREE* FOR EACH STUDENT GROUP. IF YOU *DO NOT KNOW*, CHECK RIGHT-HAND COLUMN):

STUDENT GROUPS	Provide More Individual Attention in Classroom	Provide More Inservice Training to Teachers	Provide More and Appropriate Materials and Equipment	Provide More Special and Remedial Services	Provide Enrichment Programs	State Department of Education Guidelines	Provide Legislative Action	Provide Family Counseling Services	I do not know	
Blind	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	7[ ]	8[ ]	9[ ]	:20
Culturally Disadvantaged	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:23
Educable Mentally Retarded	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:26
Gifted	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:29
Hearing Impaired	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:32
Minority Groups	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	7[ ]	8[ ]	9[ ]	:35
Multi-Handicapped	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:38
Orthopedically Impaired	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:41
Partially Sighted	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:44
Slow Learners	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:47
Specific Learning Disabilities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	:50
Trainable Mentally Retarded	1[ ]	2[ ]	3[ ]	4[ ]	5[ ]	6[ ]	7[ ]	8[ ]	9[ ]	:53

F. If you wish to make any remarks concerning public education in Maryland, please do so below and on the next blank page. :56

FOLD HERE

FIRST CLASS
PERMIT NO. 1537
SILVER SPRING, MD.

BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

MARYLAND STATE DEPARTMENT OF EDUCATION
EDUCATIONAL NEEDS ASSESSMENT
BOX 915
SILVER SPRING, MARYLAND 20910

ATTN: **Nº 1297 H**

– TAPE OR STAPLE HERE –

Appendix D

MSDE NEEDS ASSESSMENT DATA BANK

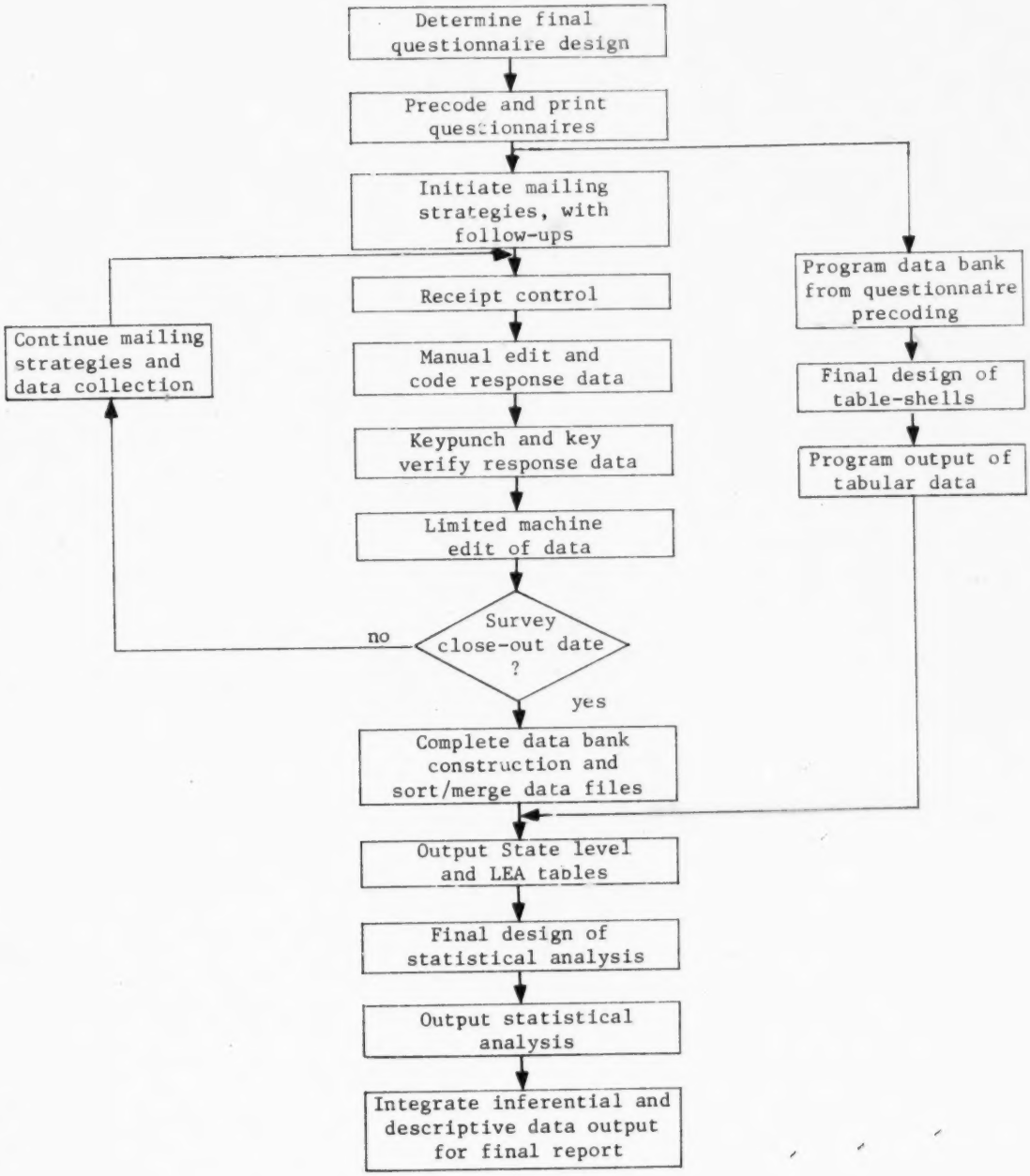
Determine final questionnaire design
Precode and print questionnaires
Initiate mailing strategies, with follow-ups
Receipt control
Manual edit and code response data
Keypunch and key verify response data
Limited machine edit of data
Survey close-out date ?
no
yes
Continue mailing strategies and data collection
Program data bank from questionnaire precoding
Final design of table-shells
Program output of tabular data
Complete data bank construction and sort/merge data files
Output State level and LEA tables
Final design of statistical analysis
Output statistical analysis
Integrate inferential and descriptive data output for final report

Figure D.1: Process for Constructing the Needs Assessment Survey Data Bank.

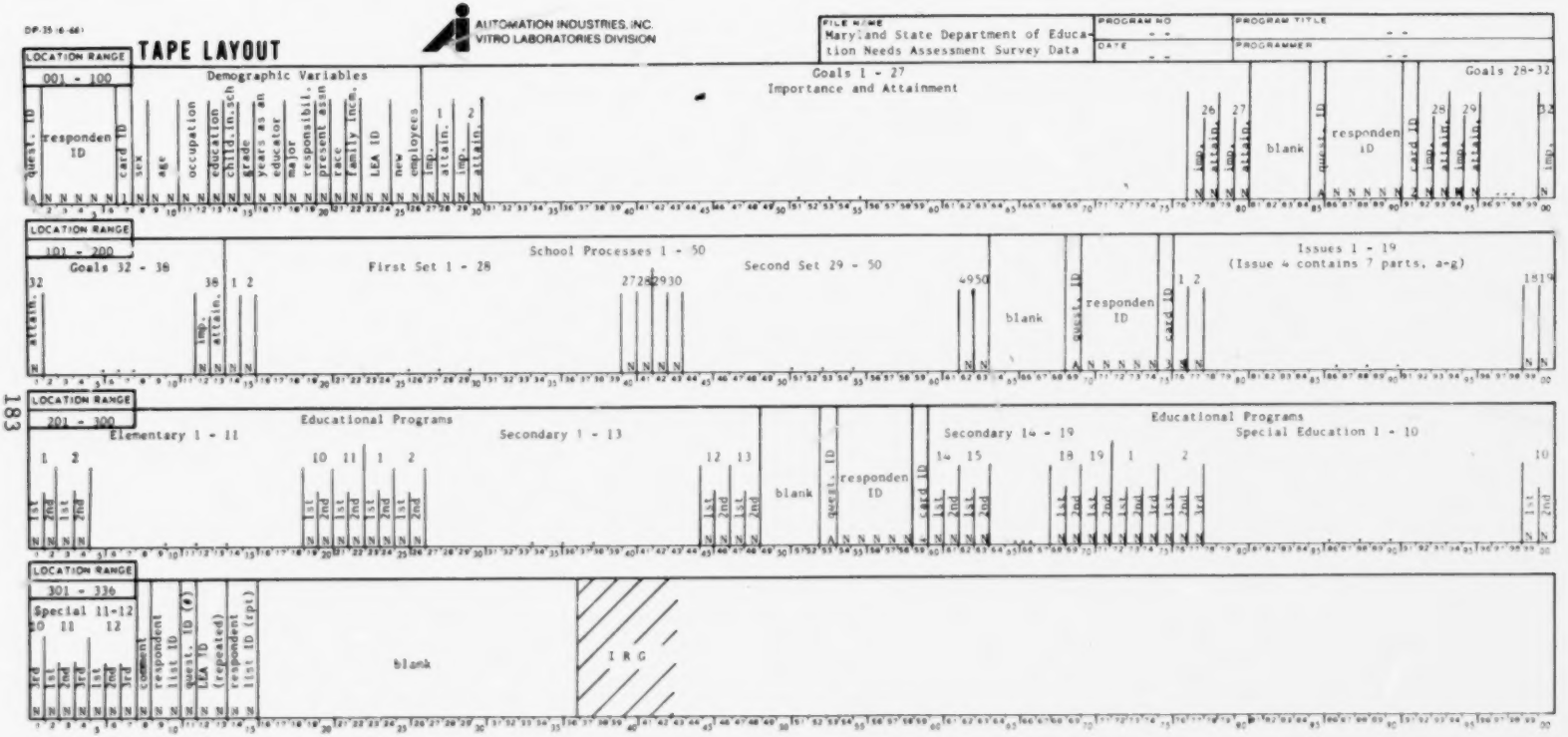

Figure D.2: Data Bank for the Maryland Needs Assessment Survey Data

Appendix E

REVIEW OF RESPONSES TO "OTHER" CATEGORY
IN QUESTIONNAIRE ITEMS

The response item "Other (specify)" was included in five locations in the questionnaire to determine if some specific demographic response category was systematically eliminated or some goal or issue concerning course offerings overlooked. An analysis of these "write-ins" are presented below, including suggestions for new and revised categories, as well as those write-ins which are true "Other" responses.

What is your occupation?: Other (specify)

Parents and General Public were asked this question. Of the 3,883 respondents, 283 (i.e., seven percent) responded to the "Other (specify)" category. Two hundred and sixty of these respondents specified occupations which were restatements of the ten prestated occupational categories: "Blue-collar worker", 99; "White-collar worker", 98; "Businessman", 12; "Professional", 39; the remaining six categories, 12. The remaining 23 respondents suggest one new category, two revised categories and a true "Other", as follows:

New

Unemployed

Revised

Retired or disabled

Housewife or widow

True "Other"

Conscientous Objector, Housemother, Prisoner

Which of the following categories represent your major responsibility?: Other (specify)

School Staff and Central Staff were asked this question. Of the 1,587 respondents, 133 (i.e., eight percent) responded to the "Other (specify)" category. Thirty-five of the respondents specified major responsibilities which were restatements of the 18 prestated major responsibility categories:

"Elementary Education", 6; "Social Work Services", 22; the remaining 16 categories, seven. The remaining 98 respondents suggest three new categories, two revised categories and a true "Other", as follows:

New

Educational Support Programs (adult education, audio-visual, curriculum development, data processing, driver education, drug abuse, media, reading, research, safety, specialists)

Kindergarten and Preschool Education

Librarian

Revised

Health Services and Health Education

Industrial Arts and Vocational Education

True "Other"

Aerospace, Distributive Education, Food Services, Journalism, Maintenance, Neighborhood Youth Corps, New Schools Facility Planning, Purchasing, Retired

What is your present assignment?: Other (specify)

School Staff and Central Staff were asked this question. Of the 1,587 respondents, 248 (i.e., 16 percent) responded to the "Other (specify)" category. One hundred and six of the respondents specified present assignments which were restatements of the six prestated present assignment categories: "Elementary School, Classroom teacher", two; "Elementary School, School building administrator or specialist", 20; "Elementary School, Central office administrator or specialist", 14; "Secondary School, Classroom teacher", 50. The remaining 142 respondents suggest three new categories, one revised category and a true "Other", as follows:

New

Elementary and Secondary School, Classroom teacher

Elementary and Secondary School, School building administrator or specialist

Elementary and Secondary School, Central office administrator or specialist

Revised

Other (no categorization for elementary or secondary school)

True "Other"

Academic Leave, Adult Education, Cook and Day Care Center, Cooperating Education, Data Processing, Food Services, Fundamentals of Education, Laboratory Assistant, Maintenance, Maternity Leave, Media, Neighborhood Youth Crops, Research Assistant, Retired

Goals of Education: 38. Other (specify)

All respondent groups were asked this question. Of the 11,015 respondents 1,503 (i.e., 14 percent) responded to the "Other (specify)" category, suggesting 971 items. One hundred and fifteen of these items were not educational goals or not goals at all. Of the remaining 856 items, 526 specified goals which were restatements of several of the 37 prestated educational goals: arrive at independent decisions, 32; language concepts, 17; social studies, 33 (mostly civics and political systems); use leisure time in constructive activities, 19; opposing value systems, 25; solution of real life problems, 25; desire for continued learning, 12; fine arts concepts, 17; understanding of and concern for problems of society, 15; personal, physical and mental health, 47 (mostly psychology and mental health); develop a personal value system, 53; concern for others, 55; job requirements of major occupational fields 58; remaining 23 goals, less than ten each, 118. The remaining 330 items suggest new categories, revised categories and a true "Other", as follows:*

New

Sex education
Comparative religions
Discipline
Participation in group activities
Creativity, success, motivation and individuality
Basic education (the three r's)
System related (goals for system improvement rather than for student improvement)

*The areas listed under "New" and "Revised" categories will need to be restated as specific objectives by educators.

Revised

Understanding how members of a family function under different family and ethnic patterns

Development of respect and concern for others

True "Other"

Learning, with a definite purpose in mind

Accept responsibility

Emphasize English grammar

Safety

How to seek help if needed

Issues: 4. Course offerings like the following should be offered by the school: g. Other (specify)

All respondent groups were asked this question. Of the 11,015 respondents, 2,170 (i.e., 20 percent) responded to the "Other (specify)" category of Issue No. 4, suggesting 1,675 items. Eight hundred and one of these items were not other course offerings, other educational issues or not issues at all, although many were stated as goals. The respondents were somewhat confused by Issue No. 4.g, thinking that the "Other (specify)" exceeded "Course offerings ... " and extended to all educational issues. As a result, of the remaining 874 items, 498 specified issues which were restatements of several of the 24 issue items, 459 of "Course offerings ... " and 39 of other issues: "Black studies", 2; "Family life and human development", 417 (under the name of Sex Education); "Environmental sciences", 35; "Political systems other than democracy", 1; "Drug education", 4; short courses of interest to students, 23; class time for self-directed student activities, 15; school participation in community improvement projects, 1. The remaining 376 items suggest eight new categories, two revised categories and a true "Other", as follows:

New

Courses on

Comparative religions

Ethnic Studies

Counseling on the requirements of military service and alternatives

Counseling services should be: Greater ... Less

Schools should have and enforce rules about discipline:
Strongly Agree ... Strongly Disagree

State control of local education should be: Greater ... Less

Bussing should be used to correct situations caused by defacto segregation and/or facilities not large enough for its enrollment: Strongly Agree ... Strongly Disagree

Emphasis on programs in vocational and career education should be: Greater ... Less

Revised

Courses on: Drug and alcohol education

Courses on: Male and female roles in society

True "Other"

Courses on: survival, death education, Gay Liberation, labor unionism in America, abortion, club activity, open group discussions, open space classrooms for elementary schools, collectivism

Appendix F
REVIEW OF COMMENTS TO QUESTIONNAIRE

A final response item on the questionnaire solicitated general comments from the respondents. These comments were typically lengthy and covered a vast range of subjects, so that an attempt to identify each of them with one of a finite number of categories for statistical purposes is most complex. Instead, a simple, three-way categorization was employed, segregating the comments by whether they contained at least one constructive item, by whether they were entirely of a destructive nature or because they allowed the respondent to let off steam.

The categorization of a comment is a subjective decision process employed by the analyst; thus, emphasis should be placed on a subjective discussion of findings. However, Table F.1 displays some limited statistics on the relative frequency of comment-type by the respondent groups. Over 21 percent of the respondents had something constructive to suggest, one percent had only destructive comments to make, seven percent were just letting off steam and 72 percent made no comment at all (adds to 101 percent due to roundoff).

The bulk of the comments were made by those responding to the first mailing, with the proportion of comments to returns declining sharply with the second and third mailings. Most of the 3100 plus comments were constructively serious in content and aimed at the public school system as a whole. A small percentage (about 25 percent of those who responded constructively - five percent of the total respondent population) commented on some minute detail that obviously affected only the respondent. Also, the respondents frequently restated the specified goals and educational issues to which they had already responded.

Certain ideas and suggestions were prevalent enough to suggest their being discussed herein. Since Maryland is highly transient, a significant number of people exposed to other school systems had a chance to voice

Table F.1: Relative Frequency of Comments to Questionnaire by Respondent Groups

Respondent Groups	Total (n)	Comments (%)			
		"Construc-tive"	"Destruc-tive"	"Steam"	None
Students	4626	23	1	9	68
School Staff	1228	10	*	2	88
Central Staff	359	11	-	1	88
Parents	1791	23	1	7	70
Boards of Education	73	7	1	-	92
Business/Industry	412	23	*	3	74
General Public	2058	23	*	6	70
Elected or Appointed Officials	114	22	2	2	75
MSDE Staff	111	20	2	3	76
Postsecondary Educators	208	33	-	5	62
TOTAL	10,980	21	1	7	72

*This cell contains a proportion less than or equal to 0.005.

their opinions. Many confessed disappointment in the Maryland system, saying that their other systems were superior. A few newcomers did say that this is a better system than the one from which they came.

Discipline was perhaps the most recurring subject of voluntary comments. Consensus was that enforcing discipline in the schools would help more than any other item. The feeling was that, since young people form so many important values during school age, they need all the guidance available. The necessity remains for them to learn to make independent decisions, but they do need help along the way.

Relearning the Three F's was a prominent thought of Maryland's responding public. The fact was emphasized that too many "unnecessary" subjects are taught while the more important basics are ignored. Many felt that if all would learn the "Three R's" properly other subjects would be much easier.

Another major train of thought, and one displayed frequently, was that students are not prepared to make a living when the graduate from high school or even college. Training is needed to insure the student of this capability and this training can be best produced by more technical schools.

Religion is still another issue. Not only were religious pamphlets enclosed by some respondents for the benefit of the reader but some were compelled to state that "sinful ways" were the ruination of many schools. Many times it was simply stated "Put the Bible back in the schools," while some went into lengthy explanations of why religion would be beneficial to the school system.

Of the eight percent who were just letting off steam or had only destructive comments to make, some denounced the questionnaire as both wasteful of the taxpayers' money and too difficult for response. On the other hand, a not uncommon occurrence in the 21 percent having something constructive to offer was the additional comment of praise for the idea of an educational questionnaire of this nature.